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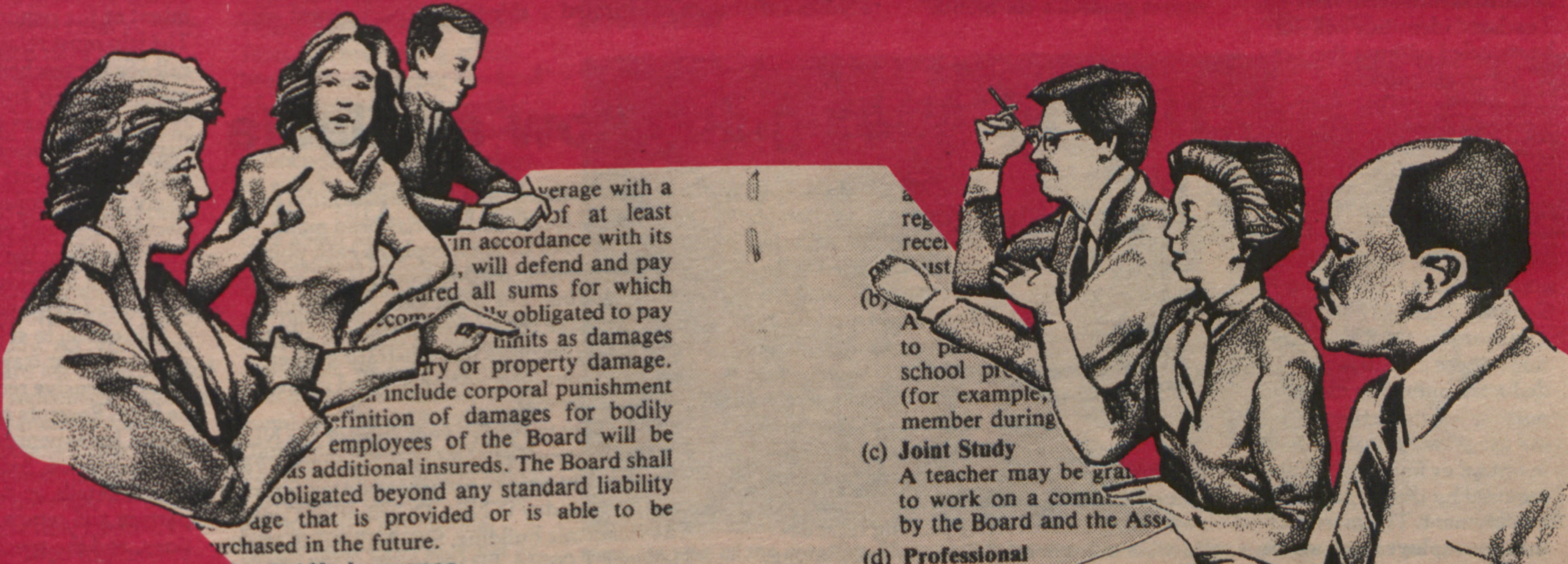
BEYOND SALARY

Carving out new teacher contract language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to consult with and/or observe for professional purposes a person or school.
(g) School Business
A teacher may be granted temporary leave
to conduct business for the school system
at the direction of the Superintendent or
Deputy Superintendent.

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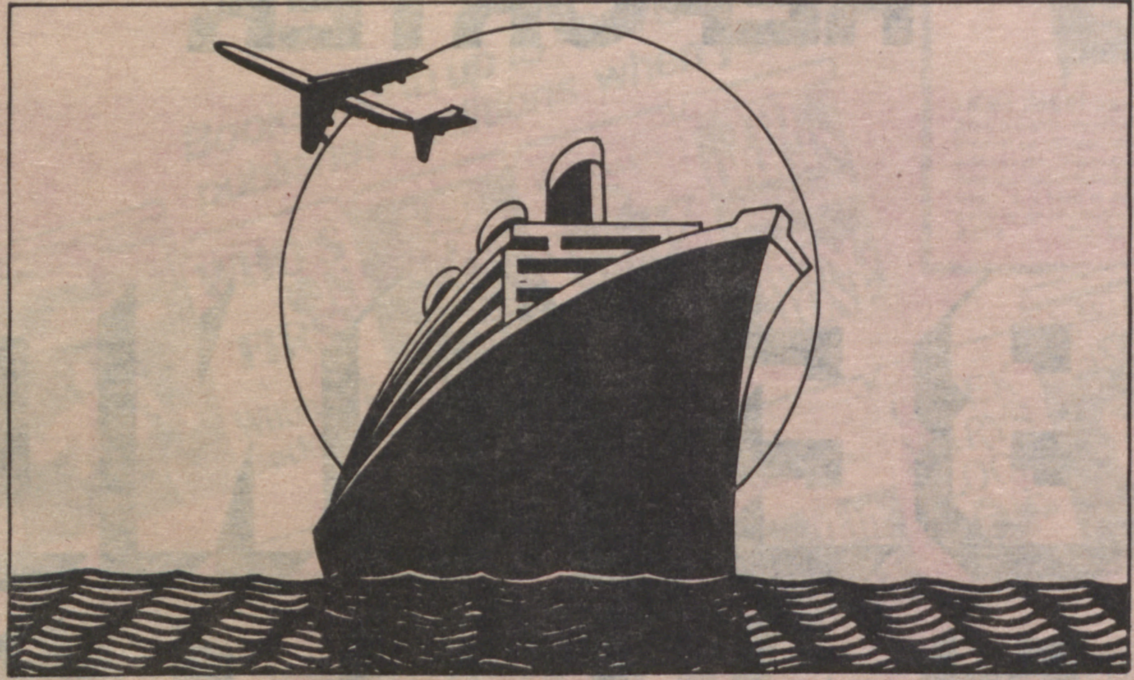
TAX TIME APPROACHES

NEA probes IRS handling of teacher travel costs



WASHINGTON, D.C.—NEA is launching an examination of the varying degrees of success reported by teachers claiming federal income tax deductions for educational travel costs. In some cases the Internal Revenue Service or the courts have upheld the deduction, but in many the travel expenses have been disallowed.

"We want to determine, first, if there is a problem," says NEA Executive Director Terry Herndon, "and if so, how we can solve it. Our goal is to ensure that the Internal Revenue Service's handling of these deductions translates into a consistent, equitable policy for all teachers. Depending on what we discover, our options include consulting with IRS officials to seek an administrative remedy, testimony before congressional oversight committees to seek a legislative remedy, or as a last resort, court action to seek a legal remedy."

Teachers who have claimed educational travel cost deductions—successfully or unsuccessfully—are asked to help NEA examine the consistency of IRS decision-making in this area by providing a brief summary of their experience to John Cox, NEA Teacher Rights, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Those whose cases appear to be part of an adverse or inequitable pattern will be asked to provide more detailed information later on. Teachers' identities will not be revealed without their explicit permission.

In the meantime, teachers who plan to deduct educational travel costs on their 1981 federal income tax forms should become familiar with the position of the IRS and with the court rulings in this area, suggests NEA Deputy General Counsel David Rubin.

According to IRS regulations, these expenses may be deducted only if "a major portion" of the activities during the travel period "directly maintain or improve" skills required by the taxpayer's employment. The mere fact that an employer approves a travel program or considers it to be fulfilling an in-service requirement does not make those travel expenses legitimate deductions.

In certain situations travel abroad may be directly related to teaching duties, but the courts have made it clear the burden is on the taxpayer to demonstrate that the travel did in fact provide "direct and specific training helpful in that person's job." In one recent case, a first grade teacher was granted a six-month sabbatical in which she visited some of the countries she covered in her social studies lessons. She was required to report on her trip to the faculty upon her return, and the superintendent certified that the travel was "for professional improvement in order to enhance her teaching skills," but the court still ruled against the deduction. It noted that visits related to the social studies curriculum constituted only a fraction of the time spent on her entire trip (five days out of six months). "A general cultural broadening does not meet the test of the regulations," the court said.

Yet in another ruling a deduction was allowed for a teacher of western history and culture who had traveled to France and visited numerous historical and artistic landmarks. Among other things, the court agreed with the teacher's claim that the trip was directly related to her teaching duties because the firsthand knowledge she gained of such places would better enable her to discuss them with the gifted students she taught.

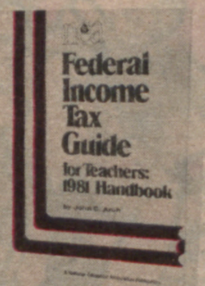
In a similar case, a tax court allowed a travel deduction for a French and Latin teacher who took a Mediterranean cruise. The court noted that the teacher spent almost the entire cruise speaking French, attending lectures in French, and visiting sites important to French and Roman literature and history. Nearly every day, the court ruled, the teacher was developing specific skills and knowledge which were directly related to her teaching job.

While each case is judged on its own particular facts and there appears to be no set formula for assuring that a deduction will be allowed, NEA's Rubin says it is more likely if the following criteria are met. First, job-related activities must have been the focus of the trip rather than an incidental portion of a vacation. The more extensive the job-related activity, the better the chance that IRS and the courts will rule that it constitutes the "major portion" of the trip, as required under the regulations.

Second, travel taken to broaden one's cultural understanding does not meet the intent of the requirements. The trip must relate specifically to the teacher's subject matter or skills and not merely to a minor area of his or her responsibilities. Also, the IRS and the courts are more likely to see a connection between travel and professional interests when the teacher follows an individual itinerary geared to those interests.

Of course, to substantiate any claims for travel deductions, extensive records must be kept. Receipts must be obtained for expenses such as transportation, lodging, and meals; details on dates of departure and return, destinations, and the specific business reasons for travel must be included with the tax return. ☐

New NEA tax guide now available



WASHINGTON, D.C.—The 1981 version of NEA's highly regarded and widely used *Federal Income Tax Guide for Teachers* is now ready.

This comprehensive, practical, and very readable handbook is revised each year to keep up with changing tax laws and rulings. This year, the section on home office deductions has been revised; there is a new ruling on university parking fees; deductible mileage rates for business, moving, and charitable activities have been increased; deductibility for meals on one-day workshops has been changed; and a reclassification on Schedule C (profit or loss) has been made.

Author John C. Arch explains each point and gives specific teacher examples to enhance understanding. The handbook also includes forms to make record-keeping easier all year long. Filing becomes less frustrating when you have your information at hand in an organized format.

To be sure to receive your copy of the *NEA Federal Income Tax Guide for Teachers: 1981 Handbook* in time to prepare your tax return, send $4.25 today to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. Please specify stock #1386-7-OD and include payment with your order. NEA pays the postage. ☐

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Design by **William J. Kircher & Associates.** Photo credits: page 3 **Joe Di Dio;** page 6 **Joe Di Dio;** page 7 (Vt.) **Laurie Huse,** (Nebr.) **Con Good,** (W. Va.) **William C. White,** (Idaho) **Idaho Secretary of State,** (Conn.) **Rep. Kiner's office** and **Connecticut Business and Industry Association,** (Iowa) **Read Photographers,** (Minn.) **Minnesota Education Association,** (Fla.) **Florida Teaching Profession,** (Ala.) **Alabama News Magazine;** page 8 **Tom Klingenmeier;** page 9 **Jackie Smith;** page 10 (top) **Merkle Press,** (bottom) **Joe Di Dio;** page 11 (top) **Norbert Nest,** (bottom) **Mary Hatwood Futrell;** page 13 (top) **Laurie Huse,** (bottom) **Nancy Rica Schiff.**

NEA welcomes support personnel into the family

WASHINGTON, D.C.—NEA intends to step up its efforts to recruit all members of the public education family, including groups such as school secretaries, teacher aides, bus drivers, security guards, maintenance workers, food service personnel, university office and laboratory workers, and others.

That was the message heard by conferees from some 30 states meeting at NEA Center December 4 and 5 to discuss the needs and interests of these educational support personnel, who number about 1.5 million nationwide. NEA Vice-President Bernie Freitag summarized the mood of the conference: "I have a very strong belief that education will improve if all of us are together."

Although several states, most notably New Jersey, Maine, Alabama, New York, Pennsylvania, Massachusetts, and Michigan, already have significant organizing and service programs well under way, NEA is just beginning its national push to organize these potential members.

The conference was a historic occasion in that it marked the first time school support people from all parts of the nation have been brought together by NEA to discuss their common concerns. And NEA leaders and staff made it clear they were there as much to listen and learn as to speak about programs and services.

The meeting was the logical result of several actions taken recently by NEA's top policymaking body. As NEA President Willard McGuire pointed out in his welcoming remarks, the Representative Assembly in 1979 proposed changes in the NEA constitution that would set the stage for organizing these new members; then at the 1980 Representative Assembly in Los Angeles, delegates overwhelmingly approved a constitutional amendment giving support personnel full NEA membership rights. The Assembly also established the dues structure for the new support personnel membership category and gave official recognition to the Educational Support Personnel Caucus.

At the December conference, caucus chair Rose Marie Lopez, a school secretary from Plainview, New York, said it is natural that support people would want to join forces with teachers. "Teachers and educational support personnel work together every single day on many of the same problems," she said, "from disciplining students to making sure the community passes a school budget or elects legislators who support educational programs."

To bring the many groups together, Vice-President Freitag told conference participants, the focus must be on shared concerns and problems, rather than on differences. Representatives from local affiliates in Maine and New Jersey which include both teachers and support personnel testified that the arrangement works to the advantage of both groups, strengthening lobbying efforts and preventing school boards from playing one kind of employee against another. The New Jersey Education Association proudly displays its new broader identity in a slogan: "NJEA: *People* who care about kids."

President McGuire and other speakers emphasized the need for unity. "In these days of criticism of public education, we need a great deal of support from all of its members," he said. With declining enrollments and cutbacks on the horizon in many parts of the country, he added, the entire educational family must band together so it can have some say in the decisions that affect its members' lives. ☐

"Educational support people, who make up one-half of the public school employees in this country, represent a valuable resource for support of public education," NEA President Willard McGuire told participants at NEA's first national meeting of support personnel.

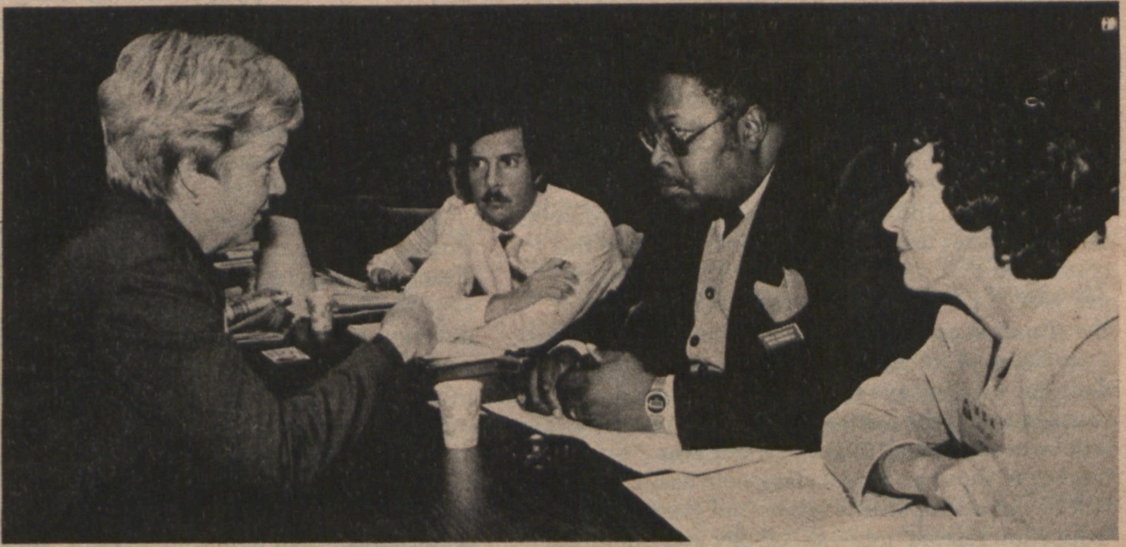
Hal Smith, a New Jersey school electrician

Cindy Fenton, a grant specialist for a Michigan community college

NEA Vice-President Bernie Freitag tells conferees that their shared interests with teachers far outweigh their differences.

Raona Wilson, special projects assistant for a New York school district

Nancy Marrone, a library assistant in Maine



Near the end of the meeting, Maryland delegates made plans for a stepped-up effort to organize support personnel. Strategizing, from left to right, are school secretary Betty Noland; Maryland State Teachers Association Vice-President Daniel Collins and President Rufus Abernethy; and teacher aide Dolores Turner.

NEA recommends...

Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the coming weeks:

Kent State—*NBC, two evenings in mid- or late January.* A four-hour miniseries dramatizing the personal stories of students, National Guardsmen, and college officials swept up in the four days of explosive events that ended in a tragic confrontation on the campus of Kent State University in May 1970. Co-authored by Gerald Green and Richard Kramer. NBC is offering an educational feature package to major newspapers, which will include essays and personal reminiscences from a variety of viewpoints on the events at Kent State, as well as a bibliography, photos, and other materials.

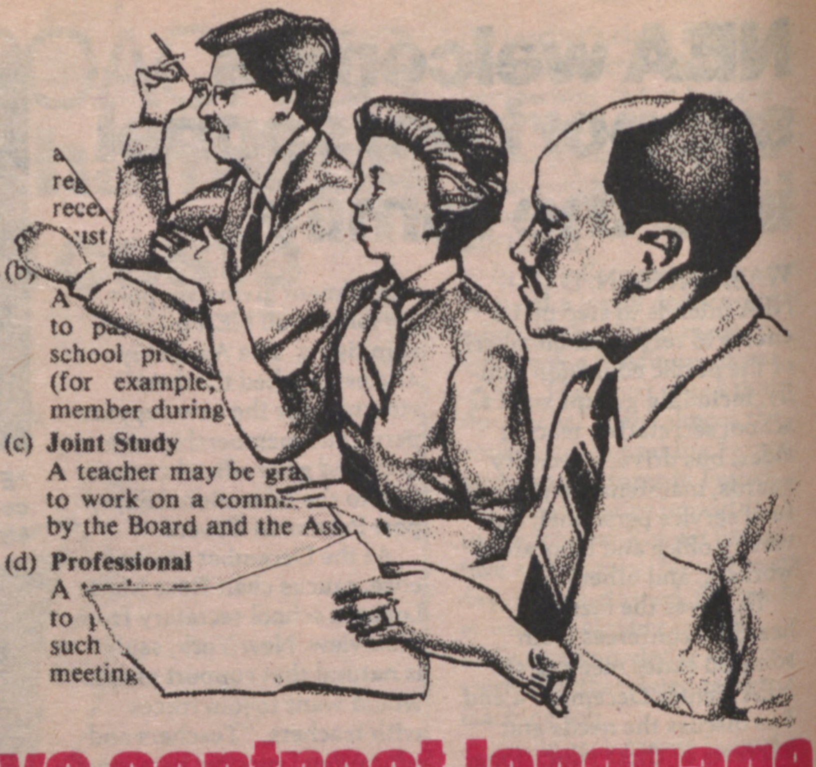
Family Classics—*selected local stations, beginning in January.* Some of the programs in this series have been broadcast by PBS in the past; the entire series is now being syndicated. Watch for "The Legend of Robin Hood," "The Legend of King Arthur," "The Prince and the Pauper," "David Copperfield," "Lorna Doone," and "Pinocchio."

Hallmark Hall of Fame—*PBS, Monday, February 9, 9 p.m. EST.* "Mister Lincoln" stars Ray Dotrice in a one-man 90-minute performance videotaped at Ford's Theatre in Washington, D.C. Hosted by George C. Scott. A 16-page guide suggesting ways teachers can use this and two subsequent Hallmark specials—"Dear Liar" (*April 15*) and "Casey Stengel" (*May 6*)—to illuminate high school work in history, language arts, and drama is available free from Office of Radio and Television for Learning, WGBH, 125 Western Ave., Boston, MA 02134.

Hamlet—*selected local stations, an evening in February.* Sir Laurence Olivier's classic 1948 film will be broadcast as part of "The Award Winners," a syndicated series of outstanding dramatic productions.

Refer to local listings for exact broadcast times in your area. ☐

BEYOND SALARY



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Teachers negotiate protective contract language

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to supervise a group of students.
(f) **Visitation**
A teacher may be granted temporary leave to consult with and/or observe for professional purposes a person or school.
(g) **School Business**
A teacher may be granted temporary leave to conduct business for the school system at the direction of the Superintendent or Deputy Superintendent.

WASHINGTON, D.C.—Improving teacher salaries, long a central goal of NEA and its state and local affiliates, is crucial in inflationary times such as these, when teachers are near the bottom of the professional wage scale. But the salary schedule is not the end-all of collective bargaining. Contract provisions that spell out rights and protections for teachers as well as working conditions and fringe benefits are becoming increasingly important in this era of declining enrollments, crumbling tax support, and teacher surpluses.

South Bend, Indiana, faces many of the problems affecting other urban school districts around the country in that it is losing nearly 1,000 students per year. NEA-South Bend, however, is on top of the situation and is working to ensure its members a modicum of job security. Association Vice-President Jerry Ervin says the district has signed a supplement to the contract stating that no layoffs will be made in the 1981-82 school year. "Every teacher without an actual classroom assignment will be put on substitute status and guaranteed an 'education related' job—at full pay and under the regular contract conditions," he explains. In addition, the board has agreed to fill any vacancies with people from this surplus pool.

Members of the New London (Wisconsin) Education Association have a similar provision in their contract. Any teachers laid off this year will receive full pay—thus reducing the incentive to cut back teaching staff.

Avoiding layoffs

In an attempt to reduce the number of teachers who must be laid off, many school boards are agreeing to early retirement incentives in teacher contracts, which save them the cost of unemployment benefits to those employees. Members of the Williamsport (Pennsylvania) Education Association, for example, who have at least 15 years of service in the area and do not accept a teaching job in another district in the state can receive a $10,000 cash payment if they retire at age 55. The amount of the bonus decreases each year retirement is delayed, so that a 56-year-old meeting the other requirements would receive $9,000, while someone 64 or 65 years old gets only $1,000. As an added incentive, the district provides a health insurance program for the retirees until they reach 65 (up to a cost of $400 per year).

Associations in Madison and Green Bay, Wisconsin, have negotiated an emeritus program in which early retirees agree to act as paid consultants for the school districts—up to a certain number of days each year. The employees' emeritus status allows the board to maintain them on health and insurance policies.

Another way to ease the problem of layoffs is through liberal leave policies. Seattle (Washington) Teachers Association President Reese Lindquist says his Association's contract allows for two different kinds of long-term leave, one for "professional advancement and/or employment" and the other for whatever reason the teacher chooses. "The intent of the professional advancement leave is to give a person the opportunity to try employment in industry," he says, without giving up the security of the classroom. The person need only file an employment plan with the board to become eligible for the one-year leave. At the end of that year the teacher can resume his or her duties at the same position on the salary schedule as before. The other leave can be taken for whatever reason the employee desires; the only requirement is that the person must have taught in the Seattle school district for seven consecutive years. "This is a boon to teachers who just need a break and who may not have specific plans for school or another job," Lindquist says. "It can be used for a kind of R and R (rest and relaxation)."

La Puente, California, teachers represented by the Association of Rowland Educators have a similar provision in their contract. With 10 years' experience, a teacher can take a year off—with no questions asked or explanations needed. The district will even cover all fringe benefits for that period. Association President Howard Hollander says the item benefits the board as well as teachers because even with paying the health insurance premium of the teacher on leave, the district spends less by hiring a substitute at a lower salary.

Teacher evaluations, long an important issue for job security, are taking on a new look as negotiators hammer out innovative language in this area. The agreement with the board in Kentucky's Boone County calls for any formal evaluation of a teacher to be preceded by an in-class observation of the teacher's performance; all evaluations must include a list of strengths as well as deficiencies. A favorite contract provision of teachers in Altoona, Pennsylvania; Howard County, Maryland; and elsewhere says that when a teacher's performance is criticized, the teacher can ask for a demonstration by the evaluator of the proper teaching techniques or procedures in question.

Improving probation language

NEA-South Bend (Indiana) has instituted new evaluation language this year. If a teacher receives an unsatisfactory rating and is put on probation, he or she will receive help from a team made up of the evaluator, the supervisor in the person's instructional area, an Association representative, and a classroom teacher in the same instructional area. The team works with the teacher for 40 days, at which point the person is either taken off probation or required to continue for 60 more days. At the end of the total of 100 days, the team must recommend the teacher either be taken off probation or dismissed. If dismissal is recommended, the evaluator must document the fact that the teacher failed to reform and show what assistance was offered.

Another contract area with implications for job security centers on the individual rights of teachers. In Springfield City, Ohio, for example, teachers are protected by an academic freedom clause which states, "No special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning man, human society, the physical and biological world and other branches of learning subject only to accepted standards of professional education responsibility by members of the instructional staff." The policy continues, "Academic freedom requires that all sides of an issue shall be explored. Opinion should be stated as such and theory for what it is." ☐

NEA project to provide new guidance on benefits

WASHINGTON, D.C.—Inflation, heavy tax burdens, and changing lifestyles are pressing Association negotiators to place more and more emphasis on nontaxable fringe benefits. The new focus on this area has brought to light a number of long-standing problems and needs, according to Arleigh Greenblat, director of NEA Special Services.

Under a new NEA project, full information on types of welfare benefit plans and standards for administering those plans will soon be made available to all Association negotiators.

"Comparative analysis of similar fringe benefit programs has been lacking," Greenblat points out. "In part this is due to insurance carriers who seem to delight in confusing their customers regarding benefit schedules and claims allowances. Employees have not demanded that insurance policies and benefit explanation guides be written in easy-to-understand language. Nor have they required the administrators of welfare benefit plans to reveal all the costs connected with group insurance."

Dental insurance has been a particular problem area, he says. "Teachers report being disappointed with the scope of coverage and often feel they have been misled regarding policy content."

Teachers in certain areas have been surprised recently to find unused premium dividends winding up back in their school districts' coffers. "For all practical purposes, such dividend receipts rightly belong to the plan participants and should have been used to reduce premiums or increase benefits," Greenblat says.

In the years ahead, he suggests, while most teacher benefit plans will continue to be managed and administered by the employer, local Associations will need to step up their "watchdog" role, closely monitoring plan design, cost effectiveness, and handling of claims.

Surveys and other activities are now under way with the goal of providing NEA members with "ideal" fringe benefit specifications—not only for each of the standard offerings (e.g., pension, medical insurance, and life insurance) but also for some of the newer areas, such as coverage for psychological and psychiatric services. ☐

Teachers vs. private industry: How do benefits compare?

WASHINGTON, D.C.—How do employment benefits for teachers compare with those of their neighbors in the corporate world?

Benefits for public employees traditionally lag behind those secured for the private sector, according to John Dunlop, head of NEA's Negotiations Office. But in states where teacher associations have been bargaining for many years, he says, private industry's lead has been cut back. "The bargaining process makes it possible for Associations to push boards faster and farther than they would otherwise move on fringe benefits," Dunlop says.

"Coordinated bargaining," whereby several local Associations join together to seek minimum salary levels and common contract items, has proved particularly effective in improving teacher benefits by establishing a "prevailing pattern" among neighboring districts, he adds.

One area in which teachers are way ahead of the private sector is in reimbursement of educational expenses, Dunlop notes. Continuing education and certification requirements have worked to encourage many school boards to provide some kind of tuition reimbursement plan for teachers.

In the private sector, the trend today is to try to provide more employee satisfaction for each benefit dollar spent. Many companies' benefit packages are now being revamped to reflect the sharp growth in the number of families in which both spouses work. The goal is to avoid costly overlap and duplication in health insurance coverage and other benefits.

Enlightened employers are now offering options that allow workers of different ages and lifestyles to tailor their benefits to meet their particular needs. Such "cafeteria" plans are becoming increasingly popular but remain controversial. In their purest form, the employer would simply allow each worker a credit for a certain number of dollars with which to purchase his or her own benefits—individually or as part of a group plan. More commonly, the employer provides a core package of basic benefits for everyone and then offers a choice of supplements. For example, a married worker might select more medical and life insurance protection, while a young single employee might choose increased leave instead.

On the average, employee benefits in American business and industry now account for some 36.6 percent of total payroll costs. That figure may reach 50 percent by 1985 as companies continue to look for new tax write-offs and employees push for the nontaxable forms of compensation.

Among the benefits gaining popularity in the corporate world are company-sponsored computer van pools, group auto and home insurance, access to counseling from the company's legal department, profit-sharing plans, stock options, and thrift plans (in which employees invest a certain percentage of their salary in a managed fund). And the recent physical fitness boom has brought increased emphasis on health provisions, ranging from prepaid vision and dental plans to employer-sponsored fitness programs and health spa memberships. ☐

Did you know that...

◆ The Salem (Oregon) Education Association claims to have the fastest grievance process in the West. President Ray Naff says there are only two levels where grievances can be considered: either the immediate supervisor resolves the problem or it goes to arbitration. This streamlined approach puts pressure on the on-line administrators, who are reluctant to sock the board with a $1,500 arbitration fee, Naff says. The result has been that teachers and their supervisors have been able to work out most of their differences. The proof? There haven't been any grievance arbitrations in over 14 months.

◆ Members of the Jefferson County (Kentucky) Teachers Association (JCTA) are entitled to a total of 175 days of paid leave each year for "attendance at regional, state or national meetings or for the conduct of necessary Association business." JCTA decides how the days will be allocated.

◆ If a national health insurance bill should pass the U.S. Congress, the money now being used for health insurance plans for teachers in Ohio's Sandy Valley, Minerva, and Tuslaw will be plowed back into teacher salaries. Their contracts guarantee it.

◆ Florida's Pinellas Classroom Teachers Association has negotiated a point system to determine how much money a teacher will receive for sponsoring an extracurricular activity. President Lou Kubler says points are based on (1) the length of the season, (2) the average number of students per advisor or coach, and (3) the number of competitions or public performances. The system has worked to equalize pay for male and female sports and other extracurricular activities.

◆ The school board in Maryland's Prince George's County pays 70 percent of the premium for a drug prescription plan for its teachers. Members pick up the remaining 30 percent, which amounts to about $1.00 per day period. Under the prescription plan, teachers pay the first $2.00 on each prescription, and the plan covers the rest.

◆ Teachers in Portland, Oregon, have negotiated a provision in their contract for pre-retirement counseling. Teachers meet individually with a financial counselor to take a look at their financial situation—savings, social security, disability coverage, etc.—to determine how they will fare under retirement.

◆ Dayton, Ohio, teachers are allowed one day of personal leave each year. If they haven't used it by the last 10 days of the school year, they receive an extra day's wages in their final paycheck.

◆ By the 1984-85 school year, teachers in Pleasant Valley, Pennsylvania, will be reimbursed 100 percent for tuition costs. This year they receive 80 percent of the per-credit-hour costs.

◆ Teachers in Sacramento City, California, cannot be asked to accept more than five "special duty assignments" each year. The term refers to any activity other than regularly scheduled meetings.

◆ Preston, Minnesota, teachers who voluntarily give up a planning period to substitute teach can add that time toward their annual leave on an hour-for-hour basis.

◆ Thanks to a "fund balance" provision negotiated by the Jefferson County (Kentucky) Teachers Association, if the school board "finds" extra money at year's end, teachers will benefit. Any money remaining in the budget (in excess of a $2 million contingency fund) at the end of the fiscal year will be divided among the district's teachers. Association President Barbara Burrows says the item was conceived just in case the board gets an unexpected tax or other windfall—as it did after the last contract was signed. ☐

New Congress to wrestle with education funding

WASHINGTON, D.C.—Funding of education programs will be high on the agenda of NEA lobbying activities as the new Administration and the 97th Congress get under way in January.

The 96th Congress adjourned without final action on the appropriations for the U.S. Departments of Labor, Health and Human Services, and Education, passing instead a continuing resolution. Under this stopgap funding measure, federal dollars for any given education program will be maintained at the fiscal 1980 level or at the level adopted in the House-passed Labor/HHS/Education appropriation bill, whichever is lower.

After President Carter submits his fiscal 1982 budget, the Reagan Administration is expected to present Congress with a number of budget revisions. This will set the scene for debate on education funding for the next school year, but changes are also likely for the current year.

At stake in the elaborate budget-appropriations process are present and future funding for such key programs as impact aid, ESEA Title I (education of the disadvantaged), education of the handicapped, Teacher Centers, and many other programs endangered by already inadequate federal support. NEA will work with its affiliates and allied organizations in the Committee for Full Funding of Education Programs to ensure the highest possible appropriation levels and to ward off any crippling cuts or damaging amendments to the funding laws.

One such amendment, to prohibit the Department of Justice from seeking enforcement of school desegregation laws, was defeated in the waning days of the lame-duck 96th Congress but is certain to resurface in the 97th.

The lame-duck session extended the local portion of general revenue-sharing, but no state share will be available in fiscal 1981 due to budget restrictions. NEA fought unsuccessfully for retention of the state portion, recognizing that 17 states have traditionally allocated all or most of their general revenue share to elementary and secondary education.

Voc ed debate ahead

The chief education task before the 97th Congress will be to reauthorize the major vocational and adult education programs, due to expire in September 1982. NEA will urge that vocational education—

- Provide equality of education for all students.
- Be used as a tool in eliminating sex, age, race, and ethnic biases in employment opportunities.
- Encourage a comprehensive secondary education as preparation for employment or for postsecondary vocational education.
- Require involvement of students, potential students, and teachers in planning activities.
- Be coordinated with manpower training and youth programs and, when possible, operate through public schools and institutions.

. . . and other battles

NEA expects a resurgence of congressional interest in tuition tax credits and voucher plans, which it considers to be unconstitutional "back-door" financing of private and parochial education and a drain on the already limited sources of federal revenue available to hard-pressed public school systems.

The tax-writing committees of the House and Senate will consider major reform proposals, including substantial tax cuts, and NEA will press for the elimination of provisions in current tax law that discriminate against teachers.

A substantial package of Social Security amendments will be drafted. NEA is seeking elimination of the government pension offset and other provisions that discriminate against women (and public employees generally). NEA will also lobby for changes in the financing structure to prevent further increases in the Social Security payroll tax.

The Association will continue its strong efforts to secure collective bargaining rights for teachers and enactment of general federal aid to public education. ☐

Conferring about bills that will be coming before the House Education and Labor Committee in the new Congress are (from left) Rep. Robert Shamansky (D-Ohio), NEA staff lobbyist Dale Lestina, Rep. Paul Simon (D-Ill.), and Rep. Carl Perkins (D-Ky.).

NEA affiliates se

Top priority:

NEA affiliates' goals for the newly elected legislatures soon to be convening in most states indicate one overriding priority: to increase the level of state funding for public education.

Other widely reported Association objectives in the legislative sessions now getting under way center on improving teacher retirement systems (primarily through provisions for early retirement), passing or improving collective bargaining laws, and preventing or removing limitations on state or local government spending. Teachers' legislative targets for 1981 run the gamut from a proposed discipline law in Idaho to a fair dismissal law in Texas to improved teacher housing in Alaska.

Prospects for achieving many of these goals look good. In every state capital, the NEA affiliate has become a powerful and respected lobbying force, with a highly visible track record of campaign support for those legislators who prove themselves

TEACHER

A salute to a

High school social studies teacher and hockey coach Paul Poirier of Barre, Vermont, is one of a rapidly growing new breed: teacher activists who have moved beyond political endorsements of friends of education, to begin seeking legislative office themselves.

In November, after a campaign that took him to every home in his legislative district twice, Poirier was elected to represent that 1,688-voter district in the Vermont state house. He unseated a 17-year incumbent by only 34 votes.

"Running for office was a logical step for me," Poirier explained. "Once the legislature passed the right-to-serve law [a Vermont Education Association-backed bill guaranteeing citizens the right to a leave of absence to serve in the legislature], the door opened for me; I no longer had any restrictions."

Educators—including college faculty, school administrators, counselors, classroom teachers, and others—are now the fourth largest occupational group in the nation's 50 state legislatures, filling nearly one of every 10 statehouse seats (720 of the total 7,485, according to a 1979 survey by the Insurance Information Institute). The only groups more heavily represented are lawyers (20 percent of all legislators), entrepreneurs and self-employed (15 percent), and farmers (11 percent).

Leading the nation in percentage of legislators hailing from the education community at last count were Michigan (23 percent); Wisconsin (20 percent); Alabama (18 percent); Arizona, Montana, and Hawaii (17 percent); Minnesota (16 percent); Delaware and Rhode Island (14 percent); and Indiana, Massachusetts, and Vermont (13 percent).

NEA salutes all Association members who will be taking leaves of absence in the months ahead to fulfill the lawmaking roles to which they have been elected or reelected. These educator-legislators include:

Alabama Education Association (AEA/NEA) member **Yvonne Kennedy** of Bishop State Junior College in Mobile—the only black woman in the Alabama legislature, where AEA also boasts seven other members. . . .

Former NEA/Alaska President **Terry Stimson,** a high school counselor in Anchorage elected to the Alaska legislature along with a total of 11 other teachers or ex-teachers. . . .

Connecticut Education Association (CEA/NEA) member **Cornelius O'Leary,** a classroom teacher and state senator from Windsor Locks who co-chairs the state general assembly's education committee . . . and four other CEA members in the Connecticut legislature: **Frederick Knous, William Kiner, Robert**

legislative goals
more state $$$ for schools

friends of public education. Teacher political action paid off once again in the 1980 elections, with most state Associations reporting victory on 65 to 85 percent of their legislative endorsements.

According to the National Conference of State Legislatures (NCSL), public education—particularly school finance formulas—will be one of the three biggest problems preoccupying most legislators in the upcoming sessions—along with budget oversight and energy. Legislators will be inclined to demand effective management of existing resources—to scrutinize budgets and cut programs rather than raise taxes.

A growing legislative concern, NCSL suggests, is that the new Administration in Washington will be returning to the states more responsibility—but not more funding—for dealing with the problems of welfare, education, and energy. The legislatures expect some changes in their relationship with Washington—perhaps characterized by grant consolidation, fewer categorical programs, and reappropriation of federal dollars at the state level.

Between now and the 1982 elections, most legislatures will be redrawing the boundaries of their voting districts to reflect intrastate population shifts revealed by the 1980 census. Many will also be carving out new U.S. congressional districts. Teachers' lobbying success at the national and state levels over the next decade will be influenced quite significantly by the outcome of the political and racial gerrymandering that can be anticipated as federal and state districts are reshaped.

The 1981-82 legislative sessions will have a lasting national impact on another front as well, because they offer the last chance for ratification of the Equal Rights Amendment by the necessary three more states before the June 30, 1982, deadline. NEA and allied pro-ERA forces have targeted Florida, Georgia, Missouri, North Carolina, and Oklahoma for major legislative pushes in the 18 months remaining. Together with other organizations in the ERAmerica coalition, NEA will be kicking off a national petition campaign on January 11, the birthday of the Amendment's author, Alice Paul. ☐

LEGISLATORS:
new breed

Sorenson, and **William Dyson**. . . .

Florida Teaching Profession/NEA member **George Hieber**, a St. Petersburg Republican who became a Pinellas County classroom teacher *after* his election to the state house of representatives. . . .

Idaho Education Association/NEA members **Linden Bateman, Lou Horvath, Dan Kelly,** and **Dick Adams,** who are joined in the Idaho legislature by two former Association members. . . .

Glenn Schneider, an Illinois Education Association/NEA activist and member of the state house of representatives who was appointed by President Carter to the Intergovernmental Advisory Council on Education. . . .

Cedar Rapids (Iowa) high school industrial arts teacher and coach **Wally Horn,** a former president of his local Association who, as a state representative serving on a key education appropriations committee, has helped teachers obtain collective bargaining rights and improvements in their retirement system. . . .

Bruce ("Buzz") Anderson, a member of the Minnesota house education committee who teaches in Slayton and serves as Association government relations chairperson there. . . .

Westside, Nebraska, high school history teacher **Steve Wiitala,** a newcomer who won a close legislative race in November. . . .

Pennsylvania State Education Association/NEA teacher **Bruce Smith,** who outpolled a member of his school board to win a seat in the state house of representatives. . . .

Hudson Barksdale, a former member of the South Carolina Education Association board of directors, now serving in the South Carolina house along with SCEA/NEA UniServ representative Kay Patterson. . . .

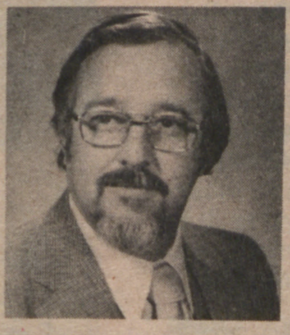
West Virginia Education Association activist **Jean Scott Chace,** a Lewis County high school English teacher who defeated the senate majority whip in a close primary race and went on to win the general election. . . . **Sue Davis,** a first-year teacher in West Virginia's Cabell County who decided to run for the legislature last fall as a result of being RIF'd from her teaching job. . . . **Dan Shanholtz,** a Hampshire County vocational agriculture teacher who is the first Republican elected to the West Virginia legislature from his district in over a century . . . and three other Association members who will serve in the West Virginia legislature: **Carroll Bumgarner** of Fayette County, **Sandy Rogers** of Wood County, and **Albert Yanni** of Marshall County. . . .

And finally, Wyoming Education Association/NEA member **Harriet Elizabeth Byrd,** a fifth grade teacher in Cheyenne who will be her state's first black legislator. ☐

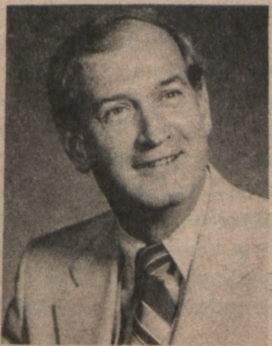
Paul Poirier, Vermont

Steve
Wiitala
for Legislature
Steve Wiitala, Nebraska

Jean Scott Chace, West Virginia


Dan Kelly, Idaho

William Kiner, Connecticut


Wally Horn, Iowa

Lou Horvath, Idaho

George Hieber, Florida

Cornelius O'Leary, Connecticut

Bruce Anderson, Minnesota

Yvonne Kennedy, Alabama

NFIE: identifying, investigatin

WASHINGTON, D.C.—Promoting innovation in education—that's what the National Foundation for the Improvement of Education (NFIE) is all about. This tax-exempt educational and charitable institution, established by NEA in 1969, identifies education-related problems that need further study, develops proposals to get research projects funded, oversees the management of funded projects, and shares the results through its own and NEA publications.

In its 11-year history, NFIE has administered 41 projects and generated more than $6 million in grants from foundations, government agencies, and corporations, including the Ford Foundation, Reader's Digest Foundation, ABC television, U.S. Department of Education, and other sources of funding. NFIE is currently administering a million dollars in project funds.

"One of our long-term goals is to establish regional NFIE offices to help NEA state and local affiliates develop their own project proposals," NFIE Executive Director Jack Kleinmann says. "We also hope to set up an endowment so that we can provide mini-grants or seed money to teachers who need only a small amount of financial support for their projects."

The Foundation was launched by NEA on the premise that educational research sponsored by a teachers' organization would likely be practical in nature and would thus directly benefit NEA members. And by encouraging teachers to participate in research projects, NFIE is trying to shorten the time lag between research findings and their classroom application.

The issues addressed by NFIE cover all facets of education, including research, curriculum development, instruction, administration, and management. One of the Foundation's most visible efforts has been its collaboration with the ABC television network in producing videodiscs to supplement instruction in the upper elementary grades (*see story below*).

In other current projects, NFIE is—

- Helping public television station KCET in Los Angeles to secure the funds needed to produce a series of documentaries on migrant workers and their families. NFIE has also been

Computer helps teach energy conservation

LAGUNA BEACH, CALIF.—A group of fourth through sixth graders here has been invited to help the utility company do an energy audit for the city government and the business community. The recommendations the students come up with will get serious consideration.

By monitoring, metering, and special energy awareness projects, the youngsters, their teachers, and other staff have helped Top of the World Elementary School achieve a 50 percent savings in electricity and a 60 percent savings in natural gas consumption over the past school year—with no equipment changes or remodeling. As the youngsters were radically altering their school's energy use habits and trimming more than $11,000 from its gas and electric bills, they were also working on energy use projects in their own homes—with extraordinary success.

How have the kids managed to do it all? With computers.

The three-year program, funded by Southern California Edison Company, General Telephone Company, Southern California Gas Company, and the Fluor Corporation, has received several awards in California. Results have been so outstanding that NEA's National Foundation for the Improvement of Education is now proposing that the federal government sponsor a 10-site, three-year pilot project at 30 schools around the nation.

At the heart of the energy project are sophisticated monitoring techniques involving telemetering (energy consumption measurements sent over telephone lines). Devices attached to power meters in some 117 volunteer students' homes here transmitted data on daily energy use to a central computer, which in turn relayed it to the elementary school's six terminals where students read and processed it.

By typing in their names on one of the terminals, the students could call up a daily reading from their homes. Through sophisticated computer simulations, the students were able to project how much money would be saved by various conservation techniques—turning their TV set off for two extra hours, for example. They would then take the appropriate steps at home, getting rapid feedback from the computer the next day on the amount of energy actually saved. The children learned to cut down on unnecessary use of lights and appliances and to rearrange high energy-consuming activities to help reduce consumption during peak hours. □

In a pilot project NFIE is seeking to expand to other schools around the country, a Laguna Beach, Calif., student uses a computer terminal at her elementary school to determine how much energy her home is consuming.

MEXICAN CHI
A rich classr

WASHINGTON, D.C.—One of NFIE's many roles is to recognize materials that have educational potential and find a way to get them to America's teachers.

One such activity recently involved *México Visto Por Sus Niños (Mexico as Seen by Her Children)*, a book reproducing the best of more than 100,000 pieces of art and writing submitted by 3- to 16-year-olds from all over Mexico. Its creation and publication were made possible through a trust created by U.S. and Mexican corporations and Mexican government agencies; proceeds from the sale of the book are used for scholarships for Mexican students.

Recognizing this creative and colorful work as a rich resource for elementary and secondary teachers, NFIE obtained permission to publish it in the United States and then

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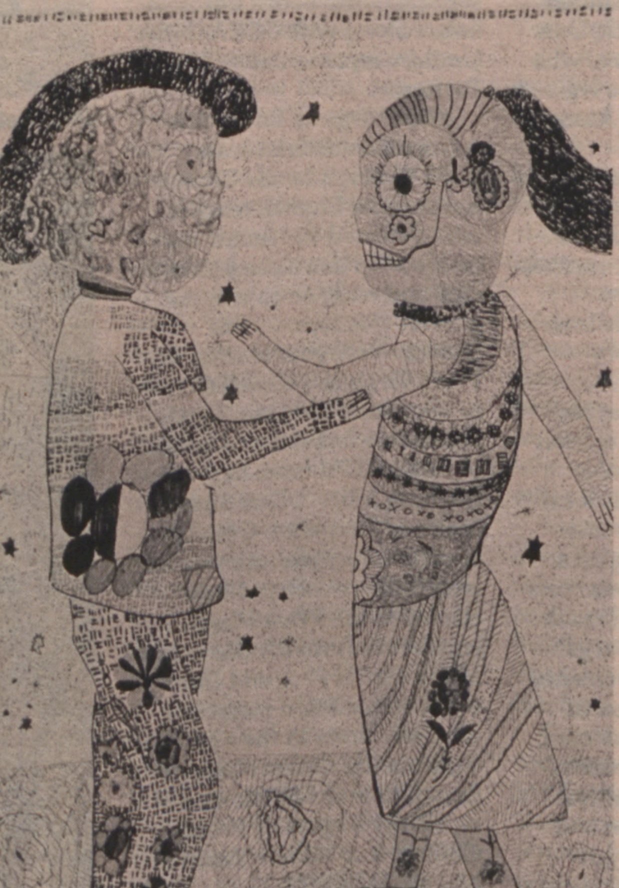

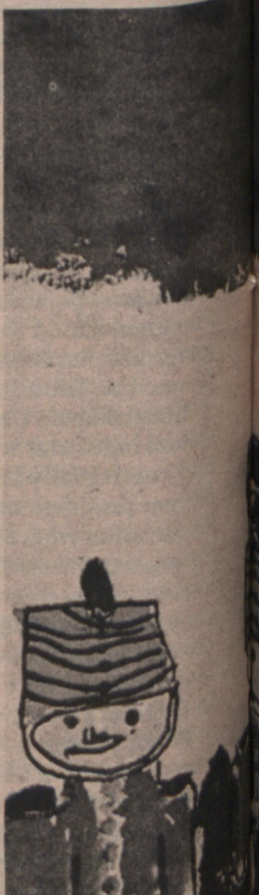

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In other current projects, NFIE is—

- Helping public television station KCET in Los Angeles to secure the funds needed to produce a series of documentaries on migrant workers and their families. NFIE has also been involved in the research to produce a dramatic script, oral histories, and music sources for the series, as well as outlines for scholarly and popular books to accompany the broadcasts.
- Using a grant from the National Institute of Education (NIE) to analyze classroom research in order to learn what kinds of teaching are most successful with different types of students. The long-term goal is reform of secondary education.
- Developing an instructional television series designed to teach critical viewing skills to middle and junior high school students. Cooperating in this effort are public television station WNET and Cambridge Books, both in New York. The series will build on the critical TV viewing skills workshops piloted last year at NEA's regional Instruction and Professional Development conferences.

Among its future projects, NFIE hopes to create an in-service education program on the use of computers in

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MEXICAN CHILDREN'S BOOK
A rich classroom resource

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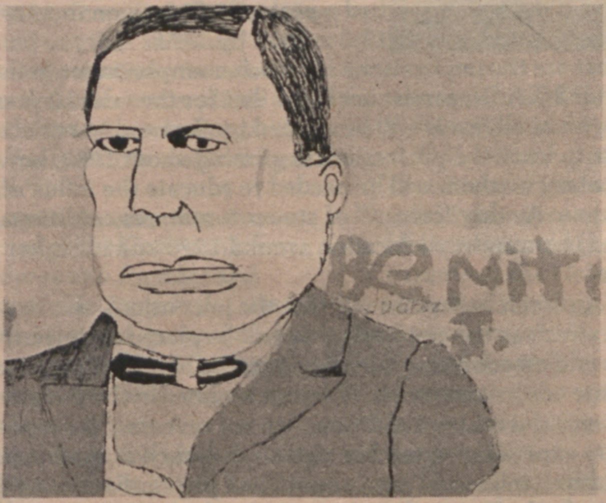
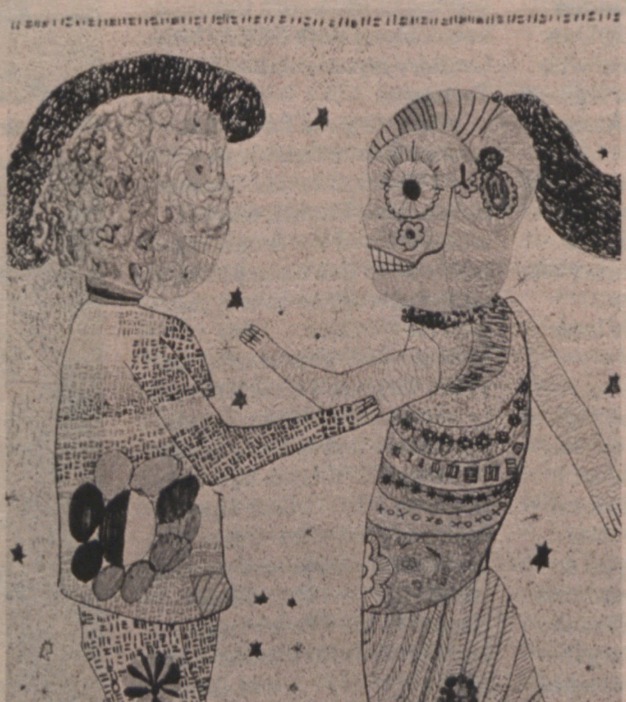
One such activity recently involved *México Visto Por Sus Niños (Mexico as Seen by Her Children)*, a book reproducing the best of more than 100,000 pieces of art and writing submitted by 3- to 16-year-olds from all over Mexico. Its creation and publication were made possible through a trust created by U.S. and Mexican corporations and Mexican government agencies; proceeds from the sale of the book are used for scholarships for Mexican students.

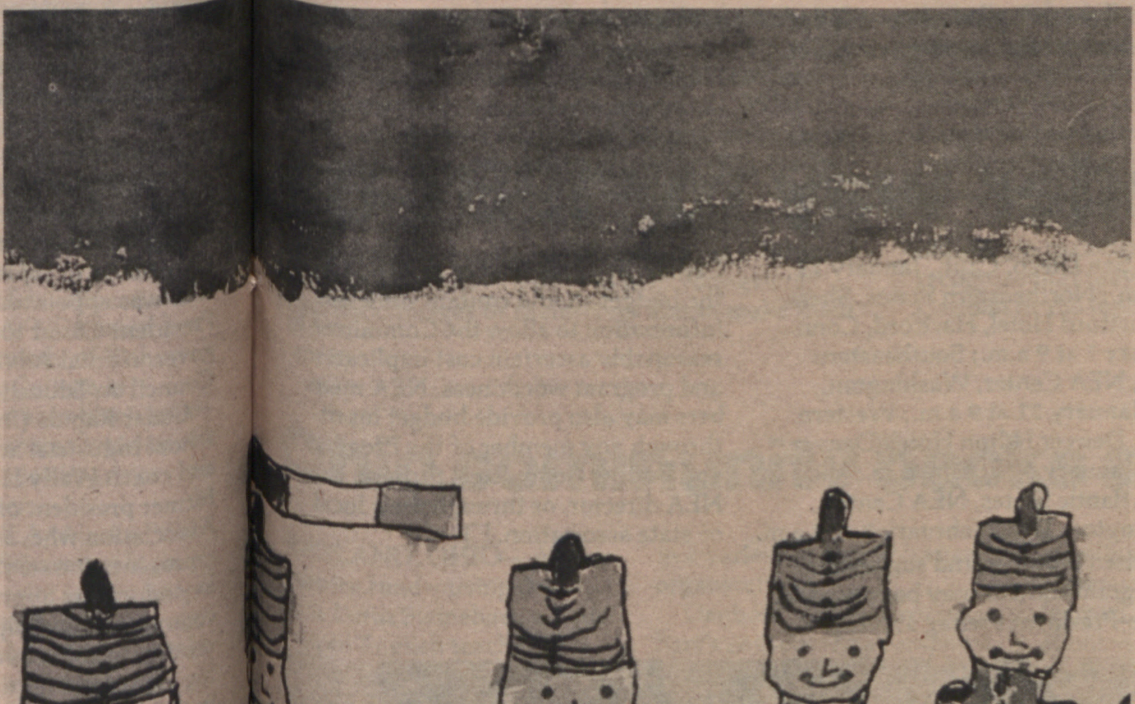
Recognizing this creative and colorful work as a rich resource for elementary and secondary teachers, NFIE obtained permission to publish it in the United States and then a contract from the federal government's Of Bilingual Education to develop a comprehen instructional kit to accompany the book.

The package includes room posters, a recording of some of the book ing authors reading poems and singing son discussion of the values expressed in the childr t and writing, an outline of Mexican histor a glossary of unfamiliar terms. Activity car ribe how to use the book to help teach soc dies, language arts (both English and Span and music.

Teachers who have the NFIE kit report that viewing another count ugh the eyes of its children inspires their nts to explore not only Mexican culture but th n as well. ☐







solving educational problems

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Among its future projects, NFIE hopes to create an in-service education program on the use of computers in the classroom and, with the cooperation of NEA and other educational groups, to set up a clearinghouse on educational applications of computer systems. The foundation is also considering developing a traveling exhibition called "The American Teacher" with the Central Midwest Regional Educational Laboratory (CEMREL) in St. Louis. Aimed at the American public, but especially at K-12 teachers, the exhibit would explore the teacher's role in education, point out the skills and abilities teachers use daily in the classroom, and try to generate more respect for the teaching profession.

NFIE is building for the future. To serve the needs of teachers, the Foundation must continue to raise money from various sources, including teachers themselves. As you are considering charitable giving or the drawing up of your will, you may wish to perpetuate your influence in your chosen field of work. Your donation or bequest to NFIE can help other teachers meet the ever increasing needs and demands of American education. For assistance in making bequests or tax-deductible contributions—or for more details about any of the projects mentioned on these pages—please contact NFIE, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. ☐

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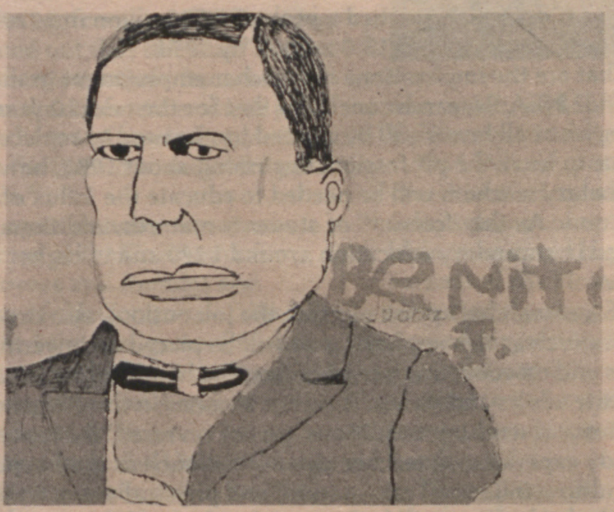


Videodiscs use TV in a positive way

MONTGOMERY, ALA.—Videodisc. It's a new word and a novel approach to teaching abstract concepts. And in selected elementary schools here and in some 25 other locations around the country, teachers and students are testing this newest form of television technology in the classroom.

Through the National Foundation for the Improvement of Education (NFIE), NEA is collaborating with the American Broadcasting Company on a series of video programs designed to supplement instruction in grades 4 through 6. If all goes well, beginning next fall, the "SCHOOLDISC" programs will be available to subscribing school districts nationwide.

Each disc will contain six 10-minute segments: one each in the curriculum areas of social studies, science, art, and language skills, plus a current events segment prepared in TV news style and a teacher in-service segment on a common classroom problem. Working with the creative program staff at ABC to plan and develop the video materials have been five experienced classroom teachers selected by NEA and NFIE to serve as educational consultants.

The hour-long programs are recorded on shiny silver discs made up of three layers of bonded plastic that can withstand most forms of classroom torture. Video playback equipment uses a laser beam to "read" the prerecorded signals, much as a stylus plays a record. Direct access to individual frames anywhere on the disc, a 'stop frame' that allows unlimited time to focus on a frame without damage to the disc, and potential hook-ups with computers make the disc a far more exciting and versatile educational tool than videotape.

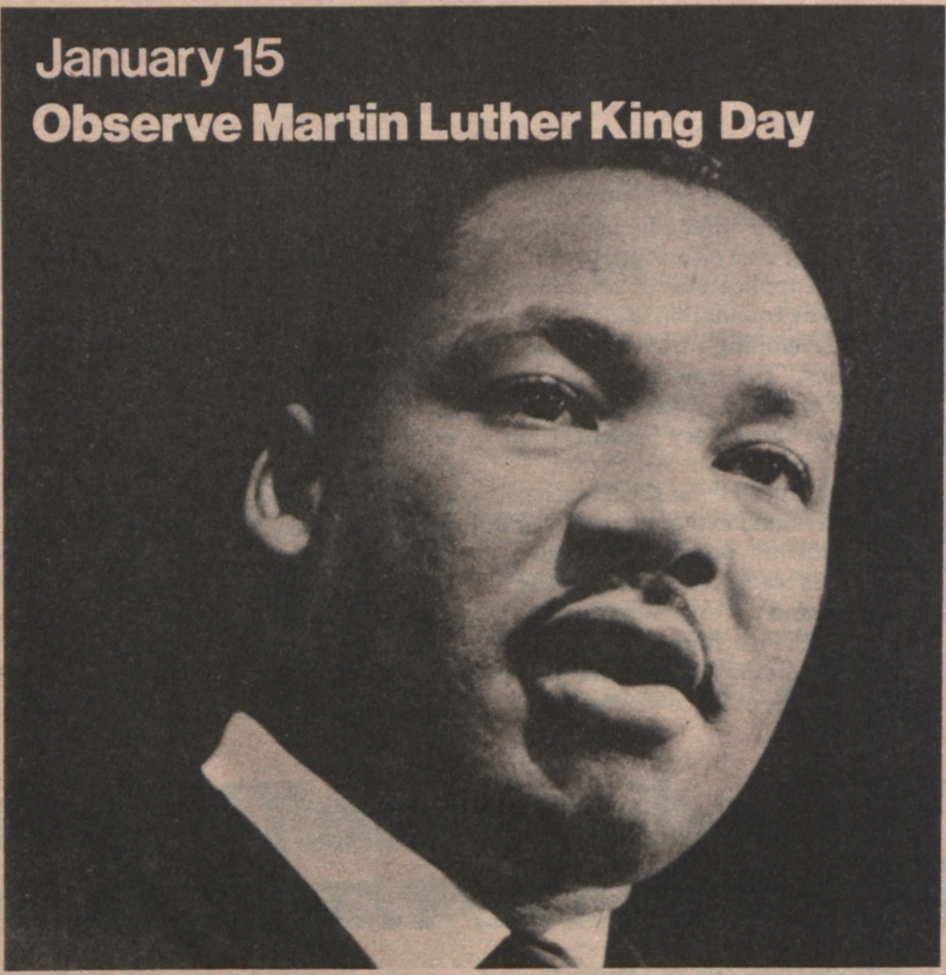
So far the SCHOOLDISC pilot programs have been winning rave reviews here and elsewhere. Part of the attraction may be that the lesson segments are kept short and combine clear explanations with upbeat background music. Concepts are illustrated with a wide array of film clips pulled from ABC's files—everything from a Charlie Chaplin movie scene to an Olympic hockey match.

"The SCHOOLDISC programs make learning fun," comments Alabama Education Association President Sarah Swindle. "It's subtle teaching, and I view that as a big advantage. Another strength is that it uses a comfortable medium: television. Kids would rather watch television than read. And if the SCHOOLDISCS are used in a positive, supplemental manner, I think the potential is tremendous. They can reinforce basic skills and promote the learning of concepts rather than facts alone." ☐

HOMEWORK
CABINETMAKER

Alabama Education Association/NEA member Carol Doucet and her class at Head Elementary School in Montgomery try out new SCHOOLDISC program.

January 15
Observe Martin Luther King Day



There is a whole generation of Americans who have never seen a sign saying "colored" seats on a bus, or a drinking water fountain for "colored" people. This generation has little or no direct experience or knowledge of the struggle for civil rights and human dignity in this country, nor of the heroes who led the protest, nor of the price they paid.

One of those heroes, Martin Luther King, Jr., demonstrated the power of nonviolent action to bring about far-reaching social change in the 1960's. With so many people in America and around the world resorting to violence to achieve their goals, the 1980's are shaping up as an important testing period for Dr. King's ideas. The Ku Klux Klan is resurfacing . . . our cities have experienced renewed racial violence . . . high inflation and unemployment are creating a new hopelessness among the poor . . . and terrorism is becoming a fact of life at home and abroad.

In these troubled times, Dr. King's philosophy of nonviolent social change takes on a new meaning. I urge you to share the King legacy with your students through classroom activities commemorating the 52nd anniversary of his birth on January 15.

Willard H. McGuire

NEA President Willard H. McGuire

Nonviolence training scheduled

ATLANTA—It is not too early to begin planning to attend the Sixth Annual Summer Institute on Nonviolence, a cooperative venture of NEA and the Martin Luther King, Jr., Center for Social Change. The Institute will be held at the Atlanta American Hotel, July 26-30. Details are available from Mary Faber, NEA Teacher Rights, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. ☐

Population trends suggest uneven market for teachers

WASHINGTON, D.C.—While some parts of the country will continue to experience declining school enrollments in the years ahead, the situation will be reversed in parts of the West and the South, according to NEA Research.

In states where the number of annual births has increased by at least 20 percent between 1974 and 1979—Alaska, Colorado, Idaho, Louisiana, Nevada, New Mexico, Oregon, Utah, and Wyoming—marked enrollment growth is forecast for elementary schools during the 1980's. Severe enrollment declines are predicted, however, for parts of the Northeast and Midwest, specifically Connecticut, the District of Columbia, Massachusetts, Minnesota, New Jersey, New York, North Dakota, Ohio, and Pennsylvania.

National figures show an overall increase in the annual number of births in 1978, 1979, and 1980, and researchers expect this trend to continue through 1987. The higher number of births will translate into an increase in the number of elementary students by about 1985; at the same time, the number of 18- to 21-year-olds, which reached a peak of 17.2 million in 1979, will have begun its slide toward a low of 13.0 million by 1994.

What are the implications for teacher employment in the 1980's and beyond? NEA Research concludes that for the next 10 years most teaching vacancies at all levels will be created by the need to replace those who retire or choose to leave the profession. Beginning about 1985, however, additional elementary teachers will be needed to educate the influx of children being born now. As this "cohort" of students matures, additional teachers will be needed in secondary education around 1990 and in higher education around 1995.

NEA researchers point out that the job outlook also depends on unknown factors such as the emphasis that will be placed on lowering student-teacher ratios and on educating preschoolers, the handicapped, and functionally illiterate adults and youth. If recent declines in the attractiveness of teacher salaries and working conditions are not reversed, the report concludes, areas already experiencing teacher shortages—such as math, special education, agriculture, industrial arts, natural and physical sciences, and vocational and technical subjects—will be hit even harder, and the present surplus of elementary and secondary teachers will end as persons prepared to teach continue to leave the field for better-paying jobs. ☐

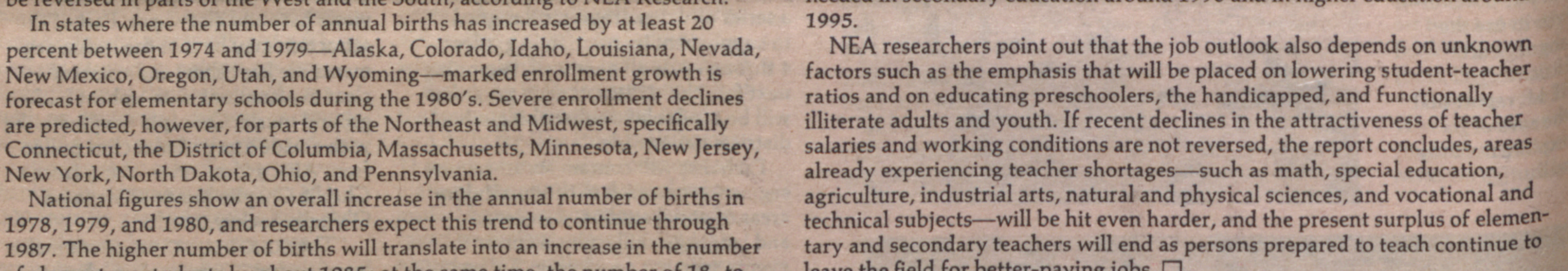
NEA budget process under way for 1981-82

WASHINGTON, D.C.—The NEA Committee on Program and Budget has begun the budget-making process for the 1981-82 fiscal year, which begins September 1, 1981. The goal is to develop a balanced budget to present to the NEA Board of Directors at its May meeting for approval and distribution to state and local leaders. Final authority to adopt the annual budget rests with the NEA Representative Assembly in July.

The Committee, chaired by NEA Vice-President Bernie Freitag, held its orientation meeting in November. It will meet January 23-25, February 16-18, and March 13-15 at NEA Center here. Committee meetings are open to any NEA member.

In conjunction with NEA Regional Leadership Conferences, the Committee will hold six regional budget input hearings to solicit ideas: Midwestern States, NEA Center, Washington, D.C., January 10 at 9 a.m.; Pacific States, Sheraton-Harbor Island Hotel, San Diego, Calif., January 11 at 9 a.m.; Northeastern States, Sheraton Hartford Hotel, Hartford, Conn., February 1 at 9 a.m.; Southeastern States, NEA Center, Washington, D.C., January 31 at 9 a.m.; Western States, Denver Hilton Hotel, Denver, Colo., January 31 at 4:30 p.m.; and Mid-Atlantic States, NEA Center, Washington, D.C., February 8 at 9 a.m.

Written inquiries and suggestions on program content may be forwarded to Vice-President Freitag at NEA Center. Suggestions for inclusion in the budget should contain sufficient information to allow the Committee to reasonably ascertain cost implications and program worthiness. NEA members may also provide budget input through any member of the Program and Budget Committee, through their NEA director, or through their local or state association. ☐



Deliberating during a recent meeting are NEA Committee on Program and Budget members (from left) Eloise Anderson of Wyoming; James Davenport of Michigan; Marian Conrad of Nevada; Chairperson Bernie Freitag, NEA vice-president; Mary Hatwood Futrell, NEA secretary-treasurer; Beth Nelson of Virginia; Reginald Washington of New York; and John Wilson of North Carolina.

NEA
NEWS OF SPECIAL CONCERN TO NEA MINORITIES AND WOMEN
HUMAN RIGHTS
REPORT

NEA takes leadership role in international congress on human rights

TEL AVIV, ISRAEL—NEA's 23 representatives were among some 300 delegates to the first International Teachers' Conference To Combat Racism, Anti-Semitism, and Violations of Human Rights, held here in November.

The five-day meeting, cosponsored by NEA and teacher organizations from France, Germany, Israel, and the Netherlands, drew delegates from 35 countries in Europe, North and South America, Asia, and Africa. Simultaneous translation enabled the participants to follow the lectures and discussions in their choice of English, French, German, Spanish, or Hebrew.

NEA President Willard McGuire (right) officially opened the international conference at a session held at the Tel Aviv Museum. Also addressing the opening session were (from left) Yitzhak Navon, president of Israel, and Shalom Levin, president of the Israel Teachers Union.

Officially opening the conference, NEA President Willard McGuire pointed out that this was "the first time that teachers' organizations from several countries have sponsored a conference whose primary focus is what teachers and teacher organizations can do to combat the insidious and evil forces of bigotry and prejudice."

Discussing the fight against racism was James Farmer, executive director of the Coalition of American Public Employees and founder and former national director of the Congress of Racial Equality. Farmer sketched the background of the U.S. civil rights movement and related the legal segregation system it fought to the *apartheid* system still maintained by South Africa.

As for the present situation in the United States, Farmer pointed out, "We are dealing with how to close gaps between the haves and the have-nots when the have-nots have been deprived through the interaction of poverty with racism."

He then turned to the importance of teachers in shaping the image of various groups. "When they teach children who are victimized by poverty and racism, if they in their attitude or their teachings let slip any feeling that they do not believe those children can learn as well as others, those children will be handicapped in learning," Farmer said. "Teachers have a duty to help youngsters build good images of themselves and to make them aware that we don't all have to be the same—that differences can be great."

Don Wilson, past president of the Ohio Education Association, addressed the session on anti-Semitism, opening the subject of whether the Holocaust could happen again. "The ideological parents of the Holocaust—Western philosophy and Christian theology—represent the mainstream of our culture, not its lunatic fringe," he pointed out. To understand the uniqueness of the Holocaust "is to come to grips with the tremendous potential for human destructiveness as the underside of human freedom."

The real question, Wilson stressed, is not whether the Holocaust can recur but "whether we will allow the evil forces in humanity to rule us, to channel our emotions into something less than human." The role of education can be decisive, Wilson said. "Teachers must keep the uniqueness of the Holocaust before their students' minds; however, students can learn the real lesson of the Holocaust only if they see parallels between it and other instances of human oppression. They can only begin to understand the Holocaust when they recognize that they, too, could have been the silent German or the innocent Jew."

At the close of the conference, delegates worked out an appeal to the teachers of the world to combat racism, apartheid, anti-Semitism, and violations of human rights. Expressing "deep anxiety regarding the future of the world," NEA and the other signatories of the appeal recognize that although teachers alone cannot change society, they "must speak out against those who have economic, social, and political interests in oppressing any group of people." The appeal notes that "fascism, racism, anti-Semitism, and dictatorships are reinforced when teachers allow themselves to be the agents of propaganda for ideologies or political systems."

The appeal calls on the United Nations to urge its members to distribute the Universal Declaration of Human Rights for discussion, especially in educational institutions, and to include study of it in teacher education programs. Finally, the signatories of the appeal commit themselves to devote time in the curriculum to study of the dangers of racism, anti-Semitism, apartheid, genocide, and all other violations of human rights and to inform their pupils of outstanding instances of respect for these rights. ☐

Ohio community backs a teacher delegate

ASHLAND, OHIO—A community fund-raising drive sent Lorin Swinehart, a high school English teacher here, to the human rights conference in Tel Aviv.

The impetus for the community effort came from Douglas Denbow, a colleague in the English department of Ashland Senior High School. When Denbow saw an announcement of the conference in last September's *NEA Reporter*, he thought at once of Swinehart, who is active in a variety of humanitarian organizations.

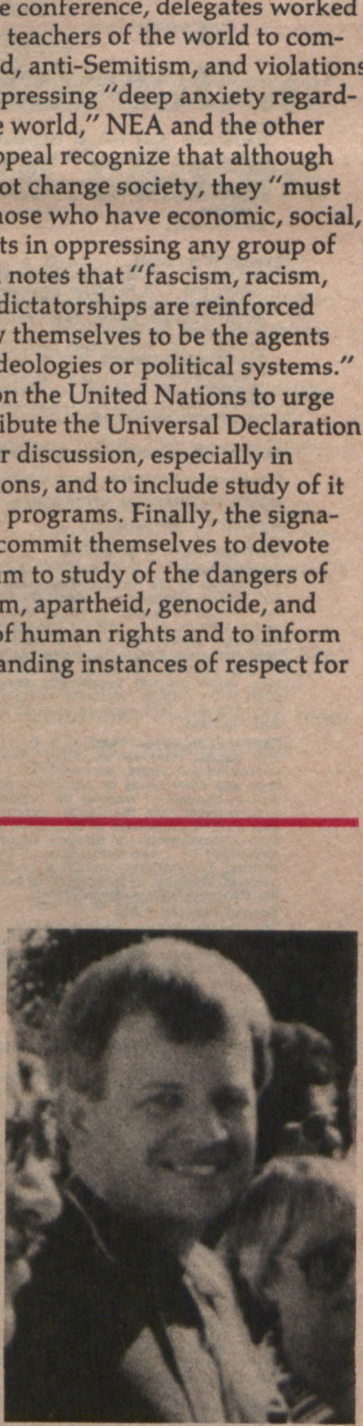
Denbow secured Swinehart's consent for a campaign to raise $1,000 for the trip to Tel Aviv. His appeal drew contributions ranging from $3 to $500—the largest coming from the Ashland City Teachers Association. Among the many other contributors were teaching colleagues, professors at a nearby college and seminary, local service groups, a pharmacist, a veterinarian, and a bank executive.

Now back home, Swinehart is telling his students and community groups what he learned at the conference about violations of human rights and ways to combat them.

"We have extremist groups like the Nazis and the Ku Klux Klan recruiting students here in our own country," Swinehart notes, "and we have to recognize the symptoms of bigotry and oppression early and confront them. When we hear racial slurs and ethnic jokes, we as teachers have a responsibility not to just look the other way. Then we must speak out against violations of human rights wherever they occur."

Swinehart now hopes to organize an Amnesty International chapter among his fellow teachers and perhaps even among his students.

He credits a conference speaker in Tel Aviv with giving him a new motto for his continuing activity: "We must educate young people to be neither the hangman nor the victim." ☐


Human rights activist Lorin Swinehart

NEA FINANCIAL REPORT TO MEMBERS

by Secretary-Treasurer
Mary Hatwood Futrell

To the Executive Committee and Members of the National Education Association of the United States:

We have examined the balance sheets of the General Fund, Capital Improvement Fund and Special Purpose Funds of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1980 and 1979, and the related statements of General Fund activity and changes in financial position for the years then ended, and the Special Purpose Funds activity and changes in fund balances for the year ended August 31, 1980. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and Special Purpose Funds of the National Education Association of the United States as of August 31, 1980 and 1979, and the results of General Fund activity and changes in financial position for the years then ended and the results of Special Purpose Funds activity and changes in fund balance for the year ended August 31, 1980, in conformity with generally accepted accounting principles applied on a consistent basis.

Arthur Andersen & Co.

Washington, D.C.,
October 23, 1980.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
BALANCE SHEETS—AUGUST 31, GENERAL FUND

Assets

	1980	1979
CURRENT ASSETS:		
Cash and short-term investments	$ 1,136,430	$ 1,266,285
Membership dues receivable from state associations—		
Notes, current portion (Note 3)	866,264	136,915
Other, net of reserves for cancellations of $928,268 in 1980 and $716,796 in 1979	10,264,741	9,991,708
Notes receivable — other, current portion	292,500	780,000
Publication sales and advertising receivables	93,476	78,741
Amounts due from affiliates and other organizations (Note 3)	889,935	146,606
Prepaid expenses (Note 2)	3,356,424	353,627
Other assets	649,674	429,731
	17,549,444	13,183,613
LONG-TERM ASSETS:		
Investment in securities at cost, which approximates market value	10,470	10,470
Notes receivable — dues, long-term portion (Note 3)	404,760	1,248,603
Notes receivable — other, long-term portion	302,500	595,000
Equipment, less accumulated depreciation of $156,775 in 1980 and $85,996 in 1979	311,805	163,392
	1,029,535	2,017,465
Total General Fund assets	$18,578,979	$15,201,078

Liabilities and Fund Balances

	1980	1979
CURRENT LIABILITIES:		
Installment notes payable	$ 37,108	$ 34,063
Accounts payable and accrued liabilities	2,535,132	1,711,330
Accrued fringe benefits	2,489,997	2,228,119
Amount due to state and local affiliates under indemnification agreements (Note 4)	72,934	150,000
Amount due to special purpose funds (Note 1)	995,570	665,548
Amount due to capital improvement fund (Note 1)	51,814	272,823
Amount held for affiliates and other organizations (Note 2)	181,209	144,954
	6,363,764	5,206,837
LONG-TERM LIABILITIES:		
Installment notes payable	51,806	88,914
Accrued severance pay	1,449,879	1,194,124
	1,501,685	1,283,038
Total liabilities	7,865,449	6,489,875
COMMITMENTS AND CONTINGENCIES (Notes 6 and 8)		
FUND BALANCE:		
Beginning of year	8,711,203	5,893,494
Excess of income over expenses	2,002,327	2,817,709
End of year (Note 2)	10,713,530	8,711,203
Total General Fund liabilities and fund balance	$18,578,979	$15,201,078

STATEMENTS OF GENERAL FUND ACTIVITY FOR THE YEARS ENDED AUGUST 31

	1980		1979
	Budget	Actual	Actual
INCOME:			
Membership dues (net of indemnification agreement allowances of $250,000 in 1980 and $286,000 in 1979)	$65,595,500	$63,454,468	$54,966,837
Advertising	625,000	959,862	852,997
Interest and investment income	125,000	909,123	596,581
Fees and services, principally from affiliates and other organizations	700,000	879,444	832,045
Miscellaneous	—	124,260	39,059
	67,045,500	66,327,157	57,287,519
EXPENSES BY GOAL:			
Significant Legislative Support for Public Education	4,810,558	4,405,058	3,065,523
Human and Civil Rights in Education	6,610,733	8,063,623	6,221,363
Leadership in Solving Social Problems	779,724	713,994	280,207
An Independent, United Teaching Organization	9,292,870	8,990,669	8,714,941
Professional Excellence	5,675,338	5,658,543	4,823,907
Economic and Professional Security for All Educators	6,385,983	6,382,112	5,678,934
Basic Support Systems—			
Communications	3,072,678	2,842,197	2,668,501
UniServ	12,585,435	12,260,910	11,166,018
Governance	3,988,071	4,316,392	3,521,610
Administrative Services	10,756,261	10,691,332	8,328,806
	63,957,651	64,324,830	54,469,810
EXCESS OF INCOME OVER EXPENSES	$ 3,087,849	$ 2,002,327	$ 2,817,709

SCHEDULE OF EXPENSES BY TYPE

	1980	1979
Salaries and benefits (Note 7)	$19,441,209	$17,691,359
Grants to and joint projects with state and local associations	18,886,396	15,220,169
Travel	6,921,761	5,224,667
Publication costs	3,644,846	2,969,063
Outside services (including consultants, printing, legal and audit)	7,966,571	5,338,842
Office expenses (including telephone, office supplies and utilities)	2,245,087	2,156,558
Administrative expenses (including interest, insurance and rent)	1,124,713	1,334,623
Grants to affiliates (Note 5)	2,706,187	2,957,500
Machinery rentals, repairs, materials and supplies	1,388,060	1,577,029
	$64,324,830	$54,469,810

STATEMENTS OF CHANGES IN FINANCIAL POSITION FOR THE YEARS ENDED AUGUST 31, GENERAL FUND

	1980	1979
SOURCES OF CASH:		
From operations—		
Excess of income over expenses	$ 2,002,327	$ 2,817,709
Depreciation expense	70,779	45,006
Decrease (increase) in—		
Receivables	(1,272,946)	255,584
Prepaid expenses (Note 2)	(3,002,797)	(347,627)
Other assets	(219,943)	137,828
Increase (decrease) in—		
Current payables	1,156,927	(1,687,978)
Accrued severance pay	255,755	306,634
Cash provided (used) by operations	(1,009,898)	1,527,156
Other sources of cash—		
Proceeds from notes payable under line of credit	5,700,000	9,700,000
Proceeds from collection of notes receivable	1,136,343	—
Proceeds from sale of investments	—	80,000
Proceeds from sale of land	—	980,705
Total sources of cash	5,826,445	12,287,861
USES OF CASH:		
Payment of notes payable	5,700,000	9,700,000
Purchase of equipment	219,192	28,386
Payment of installment note	37,108	33,963
Issuance of long-term notes receivable	—	1,556,898
Total uses of cash	5,956,300	11,319,247
NET INCREASE (DECREASE) IN CASH	(129,855)	968,614
CASH, beginning of year	1,266,285	297,671
CASH, end of year	$ 1,136,430	$ 1,266,285

BALANCE SHEETS
AUGUST 31, CAPITAL IMPROVEMENT FUND

Assets

	1980	1979
CASH	$ 770	$ 736
LAND, at cost	1,753,777	1,753,777
BUILDING, at cost, less accumulated depreciation of $4,616,370 in 1980 and $4,382,046 in 1979	7,229,614	7,226,429
AMOUNT DUE FROM GENERAL FUND	51,814	272,823
Total Capital Improvement Fund assets	$ 9,035,975	$ 9,253,765

Liabilities and Fund Balances

	1980	1979
FUND BALANCE, beginning of year	$ 9,253,765	$ 9,474,885
INTEREST INCOME	16,533	9,233
DEPRECIATION (Note 2)	(234,323)	(230,353)
Total Capital Improvement Fund balance	$ 9,035,975	$ 9,253,765

BALANCE SHEETS—AUGUST 31, SPECIAL PURPOSE FUNDS
(Note 1)

Assets

	1980	1979
CASH	$ 151,732	$ 183,473
ACCOUNTS RECEIVABLE	483,368	285,565
PREPAID EXPENSES	39,891	85,050
INVESTMENT SECURITIES, at cost, which approximates market	160,000	169,764
AMOUNT DUE FROM GENERAL FUND	995,570	665,548
Total assets	$ 1,830,561	$ 1,389,400

Liabilities and Fund Balances

	1980	1979
LIABILITIES:		
Accounts payable and accrued liabilities	$ 714,156	$ 633.526
FUND BALANCES, beginning of year	755,874	433,335
Excess of income over expenses	360,531	322.539
FUND BALANCES, end of year	1,116,405	755.874
Total liabilities and fund balances	$ 1,830,561	$ 1,389,400

STATEMENT OF ACTIVITY AND CHANGES IN FUND BALANCE
FOR THE YEAR ENDED AUGUST 31, 1980—SPECIAL PURPOSE FUNDS

	Balance August 31, 1979	Income		Expenses	Balance August 31, 1980
		Association	Other		
UniServ	$ —	$11,929,384	$ —	$11,441,877	$ 487,507
School Nurses Project—R. Wood Foundation	11,243	—	—	11,243	—
NEA ERA Ratification Fund	—	—	4,497	—	4,497
Teacher Retirement Project	—	127,488	—	—	127,488
Teacher Exchange Project	99,137	—	—	62,098	37,039
Educational Technology Contracts and Grants	12,566	—	24,743	17,965	19,344
National Teachers Assistance Fund Grant (Note 8)	—	146,399	—	—	146,399
USOE Ethnic Studies Grant	757	—	—	20	737
Global Teachers Meeting	204	—	—	204	—
DuShane Fund (Note 5)	25,224	4,445,703	47,404	4,518,331	—
William G. Carr Scholarship Award	55,177	2,000	3,247	954	59,470
NAACP Assistance	45,993	—	—	—	45,993
Hilda Maehling Fellowship Fund	139,885	5,010	—	8,164	136,731
Reserve for Retirement Benefits	247,189	—	—	21,328	225,861
Special Services and Educational Travel Trust Funds	118.499	—	3,343,206	3,636,366	(174.661)
	$755,874	$16,655,984	$3,423,097	$19,718,550	$1,116,405

The accompanying notes are an integral part of these balance sheets.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 1980 AND 1979

(1) COMPOSITION OF FUNDS

General Fund
The Bylaws of the National Education Association of the United States (the "Association") provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications and payments for services and funds received by gift, bequest, devise or transfer to the Association, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund
The Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Fund (see Note 5), government and private contracts and grants, the organization of travel tours and the administration of various services such as annuity and insurance plans for members.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Association is a nonprofit corporation incorporated under a special Act of the United States Congress. During 1978, the Association's Federal income tax status was changed from 501(c)(6) to 501(c)(5) by the Internal Revenue Service based upon an examination of the Association's tax returns through the years ending August 31, 1976. The Association is exempt from Federal income taxes, except for income derived from unrelated business activities. For the years ended August 31, 1980 and 1979, the Association incurred a loss from these activities and, accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates and Other Organizations
The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by the Association as custodian.

General Fund Budget
The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the statement of General Fund activity are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

Life Membership
In July 1973, the Representative Assembly approved the discontinuance of life membership. However, all life membership applications received prior to that date will continue in force under their original terms which allow for the payment of life memberships in equal installments over a period of 10 years.

For the years ended August 31, 1980 and 1979, total life membership receipts were $736,000 and $1,414,000, respectively. Such amounts are included in membership dues in the accompanying statements of General Fund activity. At August 31, 1980 and 1979, the aggregate outstanding receivable balances from life membership were approximately $675,000 and $1,413,000, respectively. These amounts have not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Investment in Nonoperating Land and Improvements
In May 1979, the Association sold approximately 27 acres of land in Reston, Virginia, for $1,400,000. The terms of the sale included $450,000 at settlement, with the balance payable as follows: $375,000 in 1980, $287,500 in 1981 and $287,500 in 1982, at the rate of 9% interest per annum. The Association recognized a gain on the sale in the amount of $255,380 and, accordingly, the gain is recorded in the Statement of General Fund Activity.

Property, Equipment and Depreciation
The Association records depreciation on its building in the Capital Improvement Fund. This depreciation was recorded on the building, retroactive to the date of construction, on the straight-line method. The depreciation recorded on the building was $234,323 in 1980 and $230,353 in 1979. The Association also capitalizes assets (principally furniture and equipment) in the General Fund with a cost in excess of $2,500 and depreciates these assets on a straight-line method over the estimated useful life of the assets. Accordingly, depreciation on equipment was recorded in 1980 in the amount of $70,799 and in 1979 in the amount of $45,006.

Prepaid Expenses
Prior to September 1980, the Association disbursed the first quarterly UniServ grants for fiscal 1981 of approximately $3,300,000. These grants are reflected in the accompanying General Fund balance sheet as prepaid expenses and will be charged against the 1981 budget.

(3) MEMBERSHIP DUES RECEIVABLE FROM STATE ASSOCIATIONS

A portion of membership dues not paid by certain state associations is represented by interest-bearing and noninterest-bearing notes which are payable to the Association in varying amounts through 1983. Noninterest-bearing notes are recorded at their discounted present value. The resultant discount is recorded currently as expense and subsequently accrued as interest income over the life of the note. The following is a summary of the notes, representing dues receivable applicable to fiscal years ending as shown, as of August 31, 1980 and 1979.

	1980		1979	
	Current	Long-Term	Current	Long-Term
1972 and prior	$ 39,883	$ 63,495	$ 8,936	$ 94,442
1975	50,000	—	125,000	50,000
1976	580,070	—	—	1,098,277
1978	2,979	2,929	2,979	5,884
1979	193,332	338,336	—	—
	$866,264	$404,760	$136,915	$1,248,603

In 1976, the New York State United Teachers ("NYSUT") terminated its affiliation with the Association. The Association thereafter instituted a lawsuit seeking from NYSUT certain payments, stemming primarily from NYSUT's obligation to transmit dues from Association members in New York and from the merger agreement between the Association and the American Federation of Teachers, which originally created NYSUT. Pursuant to an agreement dated April 25, 1979, the lawsuit was settled, and NYSUT agreed to pay the Association $2,300,000 in three installments: $1,000,000 on or before September 1, 1979; $650,000 on or before September 1, 1980 (amounts received before August 31, 1980); and $650,000 on or before September 1, 1981.

(4) AMOUNT DUE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under indemnification agreements represents an estimate of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period of up to three years subsequent to the year of unification. The actual amount of the liability cannot be finally determined until the state and local associations submit their claims for reimbursement.

(5) DUSHANE FUND

The DuShane Fund was established by the Representative Assembly to protect the human, civil and professional rights of educators. Loans outstanding to teachers and state associations totaled $1,344,175 in 1980 and $1,208,000 in 1979. The ultimate collectibility of these loans cannot be determined and, accordingly, they are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Fund, if and when received. During 1980 and 1979, $47,000 and $50,000, respectively, was collected and recorded as income in the accompanying financial statements.

(6) BANK LINE OF CREDIT

The Association has an $8,000,000 line of credit from a commercial bank at the prime rate. The maximum amount outstanding at any time during the years ended August 31, 1980 and 1979, was $4,000,000 and $9,400,000, respectively. Interest expense for 1980 and 1979 was $57,000 and $266,000, respectively.

On October 29, 1979, the Association guaranteed a loan from a commercial bank to a state affiliate in the amount of $2,000,000. The loan is secured by a recorded deed of trust to the bank on the state affiliate's headquarters building. On August 31, 1980, the amount outstanding was $1,949,000.

(7) RETIREMENT PLAN

The Association participates in a multi-employer contributory defined-benefit retirement plan which covers substantially all permanent employees. Approximately 75% of the employees covered are employed by the Association; the remaining 25% are employees of various state and local affiliates of the Association. The Association's policy is to fund retirement costs accrued. Retirement plan expense for the years ended August 31, 1980 and 1979, was approximately $1,798,000 and $1,588,000, respectively. The plan has no unfunded liabilities. The accumulated plan benefits are presented below.

	January 1, 1980
Actuarial present value of accumulated benefits:	
Vested	$18,603,876
Nonvested	1,661,424
	$20,265,300

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8%. The latest actuarial report as of January 1, 1980, stated that the retirement plan had no unfunded liabilities.

(8) CONTINGENCIES

National Teachers Assistance Fund, Inc.
The National Teachers Assistance Fund, Inc. ("NTAF") is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, the NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of the NTAF and also by the Association's letter of credit in the amount of $1,700,000, on which the Association pays a commitment fee. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including the Association's.

As of August 31, 1980, the Association is contingently liable for $500,000 of the $1,000,000 loans guaranteed by the NTAF in the event of default. Losses from defaults since the inception of NTAF have not been significant.

Other
The Association has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net result of these claims will not have a material impact on the Association.

Tickle My Fancy

Full-time teachers, part-time authors

ESSEX TOWN, VT.—Two Vermont Education Association/NEA members here have pooled their talents to produce two books for elementary school students—with a third in the planning stage.

Language arts teacher Betsy Conlon (*photo, left*) and social studies teacher Julie Alarie have created *So What*, a spelling book for grades 3-6, and *Tickle My Fancy*, a collection of reproducible language arts activities for grades 4-6.

Both books were published recently by the Monkey Sisters of Laguna Niguel, California, and the teacher-authors have received an additional assignment from the publisher: to write a two-part book that will be titled *Green Thumb Grammar and Purple Punctuation Pages*.

Conlon and Alarie, who went through high school and college together, have been teaching at Essex Town Middle School for seven years. "What's so good about working together," says Alarie, "is if one of us can't work out a plan or finish a lesson, the other can." Conlon agrees: "We sort of complement each other." ☐

NEA member is featured in national magazine

Searching for a 'typical' married teacher with a child, Working Mother *magazine settled on NJEA/NEA member Mary Ann McGuire of Jersey City.*

JERSEY CITY, N.J.—The March issue of McCall's *Working Mother* magazine will carry a feature article on Mary Ann McGuire, a member of the New Jersey Education Association/NEA who teaches English and remedial reading at Snyder High School here.

McGuire is typical of the nearly 70 percent of female teachers who are married and have at least one child. The article describes her personal juggling act as she combines her responsibilities as wife and mother with her teaching duties. What comes across most vividly is her commitment to her students.

"I love teaching and I love what I teach," McGuire says. "But if you try to do it right, it's very hard. I want to go in there and do my best. . . .

"Teaching is more than classroom instruction," she adds. "It's going to the guidance office for information on a student. It's filling out tons of forms and surveys. It's calling a parent to discuss a problem. . . . I guess any teacher who likes the job will tell you that by the end of the year, you really get attached to these kids. You really get to love them."

An introduction to the story points out the plight of teachers in today's inflationary economy and cites as examples three NEA members in Florida, Texas, and Vermont who have been forced to moonlight or leave the profession for better-paying careers. The three were first featured in an *NEA Reporter* cover story on inflation (April/May 1980).

The March issue of *Working Mother* goes on sale January 27. ☐

New book traces growth of NEA

NEW YORK CITY—*The National Education Association: The Power Base for Education*, by Allan M. West, is the first new history of NEA to appear in more than 20 years. Published by The Free Press, a division of Macmillan Publishing Company here, the book is available through NEA at a discount price.

The author was in Association work for more than 30 years and had a long career as an NEA staff member in a variety of positions. For several years he served as NEA deputy executive secretary; at the time of his retirement in 1973, he was acting executive secretary.

His book traces the growth of the organization into the nation's most powerful education force during a period of unprecedented social change. West provides a vivid, balanced, comprehensive chronicle of NEA's role in major social issues. He names key people and assesses their actions in the struggles over teacher unionization, school desegregation, and quality education.

West also reveals the story behind the NEA-supported Elementary and Secondary Education Act and the fight for creation of a cabinet-level Department of Education. His history is an in-depth look at the workings of the education establishment and at what that establishment means for America's parents, children, and teachers.

The book is available at bookstores for $15.95. However, NEA members may order directly from NEA and save 25 percent. Send check or money order for $11.97, plus 85 cents for postage, to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. Please specify stock number 1414-6-OD. Payment must accompany your order. ☐

'Friend of Education' nominations sought

WASHINGTON, D.C.—The NEA Board of Directors will present its annual Friend of Education Award during ceremonies at the NEA annual meeting this summer in Minneapolis.

Previous recipients of the award have been Lyndon B. Johnson, 1972; Abraham A. Ribicoff, 1973; Carl D. Perkins, 1974; Terry Sanford, 1975; Roy Wilkins, 1976; Hubert H. Humphrey, 1977; Joan Ganz Cooney, 1978; Thurgood Marshall, 1979; and Jimmy Carter, 1980.

The award recognizes either a specific accomplishment or a long-term contribution of national significance to the betterment of American education. Nominees may be public officials or private citizens, and selection of finalists will be made regardless of age, sex, race, color, or creed.

Any NEA member or affiliate may nominate a recipient for the award by completing a form now being sent to all state and local associations. Additional copies may be obtained from David Foerster, staff contact at NEA Center. Nominations must be postmarked by April 15. ☐

'Postal art' show: a call for entries

OMAHA—With the help of an NEA Hilda Maehling grant, Bellevue, Nebraska, high school art teacher Chuck Welch will be putting together the third annual National High School Postal Art Exhibition this spring.

Postal art, also known as mail art and correspondence art, is a contemporary art form in which artists exchange collages, drawings, found objects, and just about anything else that can be sent through the mails.

Deadline for submitting entries for this year's show is April 17. Awards will be given for best overall high school efforts and best individual student entries. Entries, or requests for more information, should be sent to Chuck Welch, Bellevue West High School, 1501 Thurston Ave., Bellevue, NB 68005.

Welch points out that in the "anti-art, temporary, throwaway" spirit of this new art form, none of the entries will be returned. ☐

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

The microcomputer revolution

It was very easy for me to relate to the teachers who identified the positive aspects of the microcomputer [November 1980] as well as those who shared their concerns.

The impact of . . . instructional technology is as great, if not greater, on those of us who are school media specialists/librarians. We are automatically considered the 'AV equipment experts,' the equipment caretakers, the mechanics and the program developers. And most of us love it! It is natural for a school media specialist/librarian to readily accept these new areas of our growing field. But what will happen as the area and the responsibilities grow but we dwindle in numbers?

[Your article] mentioned that the NEA will be investigating the impact of recent advances in technology. I would hope that a good portion of this investigation will include the impact that this growing technology has on those of us NEA members that are not classroom teachers . . .

Marie Zuk
Flint, Michigan

Microcomputers are not goblins, waiting in the wings to devour teachers' jobs. I was dismayed by the overly negative tone of the article in the [November] *Reporter*.

I am a microcomputer owner, a former teacher of English as a Second Language who left teaching this year to pursue a career in data processing. I am currently teaching adult clients to make . . . use of my company's computer software products. . . .

My two children (ages 3 and 7) enjoy the learning experiences they have with our machine. Learning to cope with its complexities has helped broaden, rather than limit our interactions with each other—problem solving together has enhanced our relationships with each other.

. . . Teachers who fail to adapt to the changing complexity of the world, and the demands that increased sophistication have placed upon young people, will find themselves ridiculed and scorned, less respected even than now!

Gerald J. Jurrens
Kingston, New Jersey

P.S. I took the liberty of producing this letter on my micro . . .

ERA revisited

Mrs. Frances Boevers [LETTERS, November 1980] says she is opposed to the ERA and other movements "of its kind." Does she mean she is also against efforts to guarantee equal protection of the laws to groups other than women who also have been and still are denied equal legal rights? Is she against legal equality for Blacks, American Indians, Hispanics, the handicapped, members of religious minorities, and so on?

Or does she mean she is against all efforts, at whatever level, to give women equal legal rights with men? Is she against the laws that have been enacted at local, state and national levels that try to guarantee women equal treatment in regard to credit, insurance, pay, job security, pension benefits, inheritance, etc.?

In either case, I would be very happy to see Mrs. Boevers leave not just the NEA, but the whole teaching profession. Anyone who believes, as she seems to, that the legal system of our nation should require the legal superiority of white males is not fit to be teaching the next generation of American citizens.

Neila Mae Tillman
Lansing, Michigan

As a very disgruntled member, I feel that it is my duty to write to you regarding the use of NEA monies to support the ERA. With teachers all over the United States losing their jobs due to declining enrollment, how can the NEA possibly be in favor of this Amendment? Don't you feel that you should be backing the Pro-Life measures to increase student enrollment and thus provide more jobs for your membership . . . ?

Diana Murphy
San Pedro, California

Bilingual education

According to the November *Reporter*, bilingual education is required because "denying students educational opportunity because of language barriers constitutes discrimination on the basis of national origin. . . ."

However, the proposed [federal] rules would allow the creation of " 'magnet' schools to draw bilingual students from a wide area."

It has been held that segregating minority students from the majority for whatever reason (normal living patterns or deliberate act of the school authorities) by the very fact of separateness constitutes discrimination. "Separate is *not* equal" is the cry.

Are the American Civil Liberties Union and minority leaders going to allow bilingual students to be segregated in bilingual classes, bilingual programs, and bilingual magnet schools?

Have we now come full cycle since the Supreme Court school desegregation decision of 1954? Are we now sanctioning the deliberate segregation of minority students?

Rosanne H. Erhardt
Northridge, California

Stick to education

I resent your suggestion that NEA members boycott Red Coach lettuce [November 1980], on the grounds that it is none of NEA's business regarding what Bruce Church does. Let us stick to the business of teaching children for which we have been employed.

I further resent any organized group telling me what I should do outside of our field of labor. One of the adverse byproducts of unions is that they become involved in other people's business.

H. Kenneth Brown
Ogden, Utah

Abortion, lettuce, ERA, and women soldiers are out of place as prime topics at the nation's largest gathering of educators [the NEA Representative Assembly]. The role of teachers is to educate young people and expose them to various points of view so they can make up their own minds as they grow into voting citizens. If the union which represents teachers takes one side on issues having *nothing* to do with education, it creates a suspicion that only one side could be heard in the classroom.

. . . By getting off the education track, the NEA doesn't bolster the image of the teaching profession.

Gerry Elaine Hannasch
Knoxville, Tennessee

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R-1-81

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To see everything we show you on this tour you could pay over $1500 on other tours! You fly from New York to Los Angeles; fly home from San Francisco to New York—or vice versa. (Note: Please don't specify. Tour Operator determines where you start and end your tour.) You'll see and/or visit: Grand Canyon, Oak Creek Canyon, Flagstaff, Sedona, Montezuma Castle Monument, Phoenix, Santa Barbara, Solvang, Hearst Castle (admission fee is extra), Big Sur Country, 17-Mile Drive, Carmel, Cannery Row, San Joaquin Valley, and Yosemite Park. Out West, transfers, tips to hotel porters, and airport baggage handling included for one bag per person. You'll have an escort throughout the touring portions of the trip. You get hotel accommodations as follows: 3 nights in San Francisco, 3 nights in Los Angeles, and at overnight stops which include Grand Canyon, Phoenix, Santa Maria or Santa Barbara, Monterey Peninsula, Yosemite National Park.

†For $599,* you get our Tourist Class hotel package. For about $8 a day more ($689*) you can have our First Class hotel package. And, for $739* there's a Special Hotel Treat, featuring 5 nights of Deluxe hotels—with the First Class package hotels elsewhere. All hotel packages use First Class motel on Monterey Peninsula and rustic (Tourist Class) Curry Village Cabins in Yosemite. All accommodations, in all categories, have private bath or shower. All prices are per person, double occupancy.

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Prices shown are per person double occupancy. All prices plus 15% for taxes and services.

††Morning departures are scheduled from JFK to the West Coast; return flights *from* the West Coast are scheduled to leave San Francisco or Los Angeles at night with arrival time early the next morning at JFK, New York.

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At the best price offered to the Rockies this trip gives you the best itinerary ever offered in the Rockies. You'll begin and end your trip with stays in Seattle and Vancouver—the most beautiful and charming cities of the Pacific Northwest. In between, you'll see the spectacular sights and scenery which have given the Canadian Rockies area its superlative reputation. Things like the awesome Fraser Canyon, Jasper National Park, the Columbia Icefields, idyllic Lake Louise, breathtaking Banff, the Valley of the 10 Peaks, Bow Falls, the Vermilion Lakes, Yoho National Park, the Kicking Horse River Bridge, Glacier National Park, Mt. Revelstoke, the oh-so-British island city of Victoria, and many, many other mind-bending sights. Part of this land tour is by motorcoach, but the total coaching is modest for this itinerary because of one of the great highlights of the trip: a journey of approximately 18 hours on one of the world's most famous and romantic trains—the Super Continental—from Vancouver to Jasper. This priceless experience gives you an opportunity to see the mighty cliffs and roaring rivers of the Fraser Canyon as they can only be seen from the windows of this sleek train winding its way in and out of and around the magnificent mountainsides. Your overnight stops will be as follows: 2 nights Seattle, 1 night on the Super Continental Train (seats are included in the tour price, but, subject to availability, sleeping-car accommodations may be ordered at a surcharge of $30 per person), 1 night Jasper National Park area, 2 nights Banff, 1 night Kelowna, 2 nights Harrison Hot Springs, 1 night Victoria, 3 nights Vancouver. All hotels/motels are First Class with private bath or shower, but in Canadian national parks, First Class can be quite rustic.

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Depart from New York to Seattle; return from Seattle to New York after a short flight from Vancouver to Seattle on Pacific Western Airlines.

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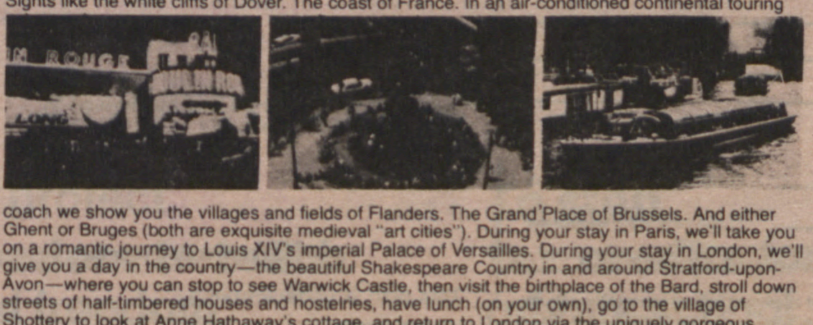
PRICE INCLUDES AIRFARE, HOTELS†, EXTENSIVE SIGHTSEEING AND CONTINENTAL BREAKFAST EVERY DAY

Not only does our London, Paris, Amsterdam tour cost a lot less than other tours on the market—it includes a lot more. For example, in addition to showing you these three great capitals—with their many glittering sights—we show you a lot of interesting sights in between (and around) these cities. By deluxe English touring coach we show you sights like the winding roads and quaint towns of Kent, a part of the English countryside so green and lovely that it's called the "garden of England". Sights like the white cliffs of Dover. The coast of France. In an air-conditioned continental touring coach we show you the villages and fields of Flanders. The Grand Place of Brussels. And either Ghent or Bruges (both are exquisite medieval "art cities"). During your stay in Paris, we'll take you on a romantic journey to Louis XIV's imperial Palace of Versailles. During your stay in London, we'll give you a day in the country—the beautiful Shakespeare Country in and around Stratford-upon-Avon—where you can stop to see Warwick Castle, then visit the birthplace of the Bard, stroll down streets of half-timbered houses and hostelries, have lunch (on your own), go to the village of Shottery to look at Anne Hathaway's cottage, and return to London via the uniquely gorgeous Cotswolds. All this plus a half-day sightseeing tour in London, a half-day sightseeing tour in Paris, and a canal cruise in Amsterdam. You get hotel accommodations as follows: 3 nights Amsterdam, 4 nights Paris, 6 nights London. (Note: Tour starts in Amsterdam, proceeds to Paris, and ends in London.) An added bonus: on your way from the Continent to England, you'll cross the historic English Channel via hovercraft or steamer. And, of course, an English speaking escort will accompany you during the Continental portion of your tour.



(London-Paris-Amsterdam Cont.)

†For $849* you get 10 nights of Tourist Class hotels and 3 nights of First Class hotels (in Amsterdam everyone stays at the First Class hotel). For $100* more ($ 49*) you can have First Class and Deluxe hotels throughout. All hotel rooms are with private bath or shower. Note: Entrance fees are not included in tour prices.

*Plus 15% for taxes and services

FLY SCHEDULED FLIGHTS OF AIR INDIA (OR OTHER IATA CARRIER)
Leave on a Sunday; return two weeks later on a Sunday. All flights depart from and return to JFK Airport, New York. On flight from N.Y. to Amsterdam there's a stopover in London to change aircraft.
DEPARTURE DATES: June 21, 28, July 5, 12, 19, 26, August 2, 9, 16, 23, 30, Sept. 6, 13

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†For $999* you get 9 nights of Tourist Class hotel accommodations and 3 nights of First Class hotels (in Lucerne everyone stays at the First Class hotel). For about $10 a day more ($1119*), you can enjoy Deluxe hotels in Paris and Vienna and a First Class hotel near the lake in Lausanne. All hotel rooms are with private bath or shower. The 13th night is spent on the train between Zurich and Vienna in couchettes for both categories.

*Plus 15% for taxes and services

DEPARTURES ON SCHEDULED FLIGHTS OF AIR INDIA (OR OTHER IATA CARRIER)
Depart on Thursday. Return two weeks later on Thursday. All tours start in Paris, end in Vienna. (Note: On flights between N.Y. and Paris, and between Vienna and N.Y. there will be a stopover in London to change aircraft.)
DEPARTURE DATES: June 25, July 2, 9, 16, 23, 30, August 6, 13, 20, 27, September 3, 10

England-Scotland-Wales. Two Weeks . . . $899.

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PRICE INCLUDES AIRFARE, HOTELS, TOURING AROUND BRITAIN BY DELUXE MOTORCOACH, AND CONTINENTAL BREAKFAST EVERY DAY

Fly to London, and spend 3 days and nights there. During your stay we'll give you a half day sightseeing tour of this most stirring and exciting city. After London we'll give you an 11-day tour during which you'll see the same sites and cities, castles and cathedrals, landscapes and seascapes as you'd see on tours selling for $600 more than ours. Some of the places you'll see and/or visit are: the medieval walled city of York, Edinburgh, the Royal Mile, the Castle of Mary Queen of Scots, Abbotsford—Sir Walter Scott's beautiful mansion—the Trossachs, the breathtaking Lake District (including Dove Cottage, where Wordsworth lived and died); the north of Wales and the south of Wales, the sylvan Wye River and Tintern Abbey (both immortalized in Wordsworth's poetry); Shakespeare's birthplace, Anne Hathaway's cottage, Warwick Castle, Salisbury, Stonehenge, Bath, Brighton— and many, many more. A driver-guide will be your Tour Manager during your 11-day motorcoach trip around Britain. After London, your overnight stops will be: 2 nights in Birmingham, 1 night in Darlington, 2 nights in the Edinburgh or Glasgow area, 1 night in the Lake District area, 1 night in Liverpool, 1 night in Swindon, 2 nights in Brighton. These 10 nights "on tour" will be spent in First Class hotels. Your 3 nights in London will be at a Tourist Class hotel. First Class accommodations in London are available at a supplement of $45.00* per person (basis double occupancy). You must specify this option at time of booking. *Note:* Entrance fees are not included in tour prices.

*Plus 15% for taxes and services

MONDAY NIGHT DEPARTURES ON SCHEDULED FLIGHTS OF AIR INDIA
Return two weeks later on a Monday. All flights depart from and return to JFK Airport, New York.
DEPARTURE DATES: June 22, July 6, 20, August 3, 17, 31

*Add 15% for taxes and services to all prices shown. Prices are per person based on double occupancy with departures from New York. Accommodations are limited in each hotel category. All packages include baggage handling and tips to porters at hotels on tour. For New York originating passengers transfers with baggage handling between airport and hotel at destination are also included. Other departure cities available at applicable prices. These tour rates are based on air and other costs prevailing at the time this material was prepared; rising fuel and other costs can result in airfare and other increases which would increase tour prices. Your deposit will reserve space on a tour (if available), until the official tour brochure is sent to you. At that time you can either sign the official tour contract and return it to us, or cancel your reservation and receive a full refund.

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Enclosed is my check for $__________ (minimum deposit $100 per person) for __________ reservation(s) for:

Name of tour (write in your choice) ____________________

Hotel Category: (check one) Tourist ☐ First Class ☐ Special Treat (West Coast only) ☐

On Canadian Rockies Tour only, please select: Sleeping Car (if available) ☐ No Sleeping Car ☐

Departure Date ____________________ ____________________
1st choice 2nd choice

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These vacation bargains brought to you by NEA and NEA Travel Service

NEA IN-HOSPITAL BENEFIT PLAN PAYS YOU $40, $60 or $80 PER DAY

1. Fill out card. 2. Push it deeply into Ident-A-Band
Patient's Name
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This economical Group Insurance Plan will help you meet today's escalating hospital costs.

Now, with your Association's exclusive In-Hospital Benefit Plan, you and your family can have insurance coverage that helps alleviate this situation — and at a very reasonable cost. Your Association is sponsoring this particular plan because it was created specifically with you and your needs in mind. It is designed to be — and we believe it is — one of the best and most comprehensive plans of its kind available.

Features:

- Benefits paid in *addition* to any other insurance coverage you may have, with payments made directly to you unless you specify otherwise.
- Guaranteed acceptance — no medical examination or health questionnaires required. (Note, however, the provision concerning "pre-existing conditions.")
- Your spouse and children are eligible.
- Benefits doubled for intensive care and for cancer patients.
- Convalescent benefits included.
- 24-hour, world-wide coverage.

Eligibility:

All unified members of the Association under age 65, their spouses and their dependent children are eligible. This includes all newborns, unmarried children, and legally adopted, foster and stepchildren over 14 days and under 23 years of age, provided they are fully dependent upon you for support and maintenance.

After 65:

After the enrolled member attains age 65, the coverage will *automatically* convert to a Medicare Supplement Plan, regardless of which benefit you have selected. This supplemental plan is outlined in detail in the certificates of insurance.

You can enroll now at new, lower rates.

All premiums have recently been reduced by approximately 15%, and are payable semiannually. The actual premium is based on your age, the daily benefit you select and the family members you want included.

Semiannual Premiums

Costs are based on member's age and increase when member reaches the next age bracket.

	Member's Age					
Daily Benefit	**Under 30**	**30-39**	**40-49**	**50-59**	**60-64**	**65 & Over**
$40 Member Only	$ 24.10	$ 28.50	$ 38.50	$ 64.10	$ 80.50	
Member & Spouse	47.70	56.50	76.50	127.70	160.50	
Member, Spouse, Children	61.30	70.10	86.90	136.50	169.30	
Member & Children ($20 benefit for each child)	37.70	42.10	48.90	72.90	89.30	
$60 Member Only	35.90	42.50	57.50	95.90	120.50	
Member & Spouse	71.30	84.50	114.50	191.30	240.50	
Member, Spouse, Children	91.70	104.90	130.10	204.50	253.70	
Member & Children ($30 benefit for each child)	56.30	62.90	73.10	109.10	133.70	
$80 Member Only	47.70	56.50	76.50	127.70	160.50	
Member & Spouse	94.90	112.50	152.50	254.90	320.50	
Member, Spouse, Children	122.10	139.70	173.30	272.50	337.10	
Member & Children ($40 benefit for each child)	74.90	83.70	97.30	145.30	178.10	
Medicare Supplement Plan* Member Only	—	—	—	—	—	$ 80.50
Member & Spouse	—	—	—	—	—	160.50
Member, Spouse, Children	—	—	—	—	—	169.30
Member & Children	—	—	—	—	—	89.30

*Available only to insured members who enrolled before attainment of age 65.

NEA IN-HOSPITAL BENEFIT PLAN ENROLLMENT FORM—SEND NO MONEY NOW R 1-81

Mail to: **Life Insurance Company**
of North America
Regular NEA In-Hospital Benefit Plan
P.O. Box 7768
Philadelphia, PA. 19101

I hereby apply for NEA In-Hospital Benefit Plan based on the following statement. (Please print or type)

BENEFIT DESIRED (check one)

☐ **$40** ☐ **$60** ☐ **$80** ☐ Member only ☐ Member & Children Only ☐ Member & Spouse ☐ Member, Spouse & Children

1. Name ____________________

2. Address ____________________ Street City State Zip Code

3. Social Security Number ____________ 4. Date of Birth ____________

5. NEA Membership ☐ Yes ☐ No ☐ Life Member

6. State Association Membership Yes ____________ Name of State Association ☐ Not Eligible for Membership

7. Local Association Membership Yes ____________ Name of Local Association ☐ Not Eligible for Membership

8. Spouse's First Name ____________ Complete if Spouse is to be Insured Date of Birth ____________

I understand that this program covers pre-existing health conditions (any conditions for which I have received medical treatment or advice 12 months prior to the date my coverage goes into effect) when 12 consecutive months have passed during which time I have received no medical treatment or advice for these pre-existing conditions or 24 months after the effective date of my insurance.

All other conditions except the stipulated exclusions will be covered on the day this application is accepted.

Date ____________ Signature of Applicant X ____________

AS-5020 Underwritten by Life Insurance Company of North America

Your In-Hospital benefits begin the very first day you enter the hospital.

Depending on which plan you select, you will receive either $40, $60 or $80 each and every day of your hospitalization — for up to 365 days if necessary — for any covered illness or injury. These payments are made directly to you, unless you specify otherwise.

Example: 31 days hospitalized × $80 = $2,480 you can spend in any way you choose.

Dependents' benefits:

You may purchase benefits for your spouse and dependent children. A benefit equal to the one you select for yourself is payable for an enrolled spouse, if hospitalized. A benefit equal to one-half of the one you select for yourself is payable for dependent children, if hospitalized.

Since cancer is expensive to treat, cancer patients receive double benefits.

If you are under 65 and being treated for diagnosed cancer, your benefits are automatically doubled.

Intensive care usually costs twice as much, so you receive twice the benefits.

Intensive care units give you round-the-clock medical attention and care—at a very high cost. So now, for a period of up to seven days, your hospital benefits for intensive care are doubled.

Benefits payable during convalescence:

Very often, you reach a stage in your recovery where hospital care is no longer necessary and home care isn't quite sufficient. With this plan, you will receive 50% of your selected daily benefits for 30 days while you continue your recovery at a convalescent center.

Each unrelated illness means a claim, good for another 365 days.

Each separate physical condition requiring hospitalization is covered for 365 days. If, for example, your hospital stay lasts three weeks, you have 344 days left of coverage. If your illness recurs within a six-month period and you again require hospitalization, the remaining 344 days are still available if necessary. After a six-month period of non-hospitalization elapses, you are again eligible for a full 365 days of benefits for the same condition or any other unrelated illness or injury.

Here's what is not covered:

- Clinic and out-patient care are not covered. (To be considered "hospitalized," you must be charged for one day's room and board.)
- Hospitalization for pregnancy, intentionally self-inflicted injury, cosmetic surgery — except for repair or alleviation of damage to the natural body caused solely by injury.
- Hospitalization caused by any act of war.
- Hospitalization in an institution operated by the government or any of its agencies.

Pre-existing conditions will not be covered initially. "Pre-existing conditions" are those for which you have received medical treatment or advice within the 12 months *prior* to the effective date of your coverage. However, you are eligible for benefits when a period of 12 consecutive treatment-free months has elapsed from the time of enrollment, or until you've been insured under the Plan for two years, whichever comes first.

Of course, even if you have a "pre-existing condition," all other unrelated illnesses requiring hospitalization will be covered from the beginning.

Your coverage will not be terminated because of age or the number of claims submitted.

As long as the Master Contract between NEA and the insurance company is in effect, your coverage will not be terminated provided: (1) you pay the premium; (2) you maintain membership in the NEA; and (3) you do not enter the Armed Forces for more than 30 days of active service.

How to enroll:

1. Complete the simple enrollment form. Send no money now. You will be billed later.
2. Remember: a) Select the appropriate benefit amount ($40, $60 or $80), and b) Specify which family members you want covered.

After we receive your enrollment form we will send you a kit containing your insurance certificate, claim forms, instructions on how to apply for benefits and a form enabling you to make future changes in your plan. Also in the kit, you will find a bill for your first premium.

Coverage will become effective on the first day of receipt of your properly completed enrollment form. Remember *acceptance is guaranteed.*

An exclusive and very special plan available only to unified members and their families.

This plan is sponsored and supervised by NEA Special Services.

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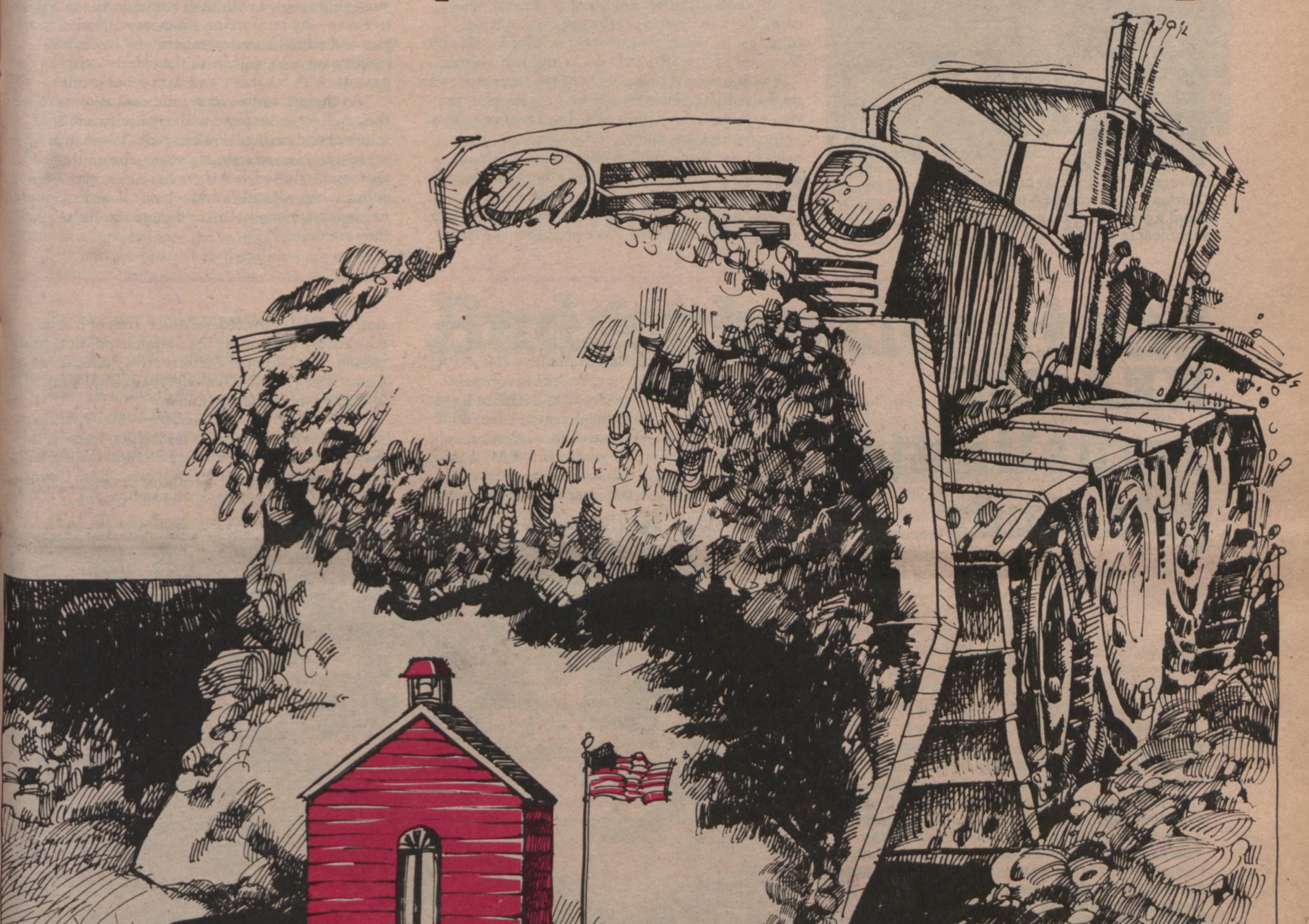
As attacks on public education multiply...



NEA FIGHTS

- To protect **freedom to teach** and freedom to learn
- To stop **tax credits** for private school tuition
- To save **teacher centers** and other key programs
- To keep **cabinet status** for education

'Teachers must band together to fight detractors'

University of Wisconsin professor J. Charles Park warns NEA teachers about a growing anti–public education sentiment in the U.S.

MEMPHIS, TENN.—A campaign is being waged around the country to discredit public education and so build support for federal funding of private schools that subscribe to conservative religious and political views.

This warning was sounded recently by Dr. J. Charles Park, a nationally recognized authority on extremist politics and a professor of education at the University of Wisconsin-Whitewater.

Conditions are right for such a damaging campaign, Park told NEA teachers and college faculty attending a regional Instruction and Professional Development conference here. Many Americans are overwhelmed by the stress of inflation and the number of social problems confronting them, and are reacting to this chaos in very different ways. One way is "to succumb, to withdraw, to not become involved, to not vote, and to generally not care," Park explained; at the opposite extreme, other people "become intensely involved—often to the point of forgetting about the rights of others."

The staunchest proponents of the current attacks on the public schools tend to be supporters of the new evangelical far right, who have two very damaging perceptions about public education, Park said: that schools are "liberal" and that schools don't teach truth. Teachers and others concerned about public education must make it clear that schools are not political, that they are beyond left and right, he cautioned. "We need to make clear that the purpose of education is to provide access to information . . . so that students will learn to think on their own as responsible citizens."

Implicit in the argument that schools don't teach truth is the notion that schools should impose or restrict learning, Park added. The feeling is that "intellectual thinking is not necessary because their 'truth' is known." Teachers must band together to fight public education's detractors because "there is no place in a free, democratic society for brainwashing or totalitarian approaches to learning."

What can teachers do? Park offered several suggestions, but the key, he said, is to anticipate continued attacks on public education, which may come in the form of controversies over textbooks, curriculum design, prayer in the schools, and other issues. In order to defuse these attacks, teachers must get involved with their communities in a positive way—by reinforcing alliances with administrators and school board members, and by finding creative ways to work with the elderly, with single parents, with business, and with other groups.

"As change, controversy, and confusion take their toll, let us respond with creativity and commitment and caring," Park urged. "We may at present be misunderstood, we may be uninvolved, we may be abused, but there has never ever been a time when educators and schools have been more needed, more important, and more significant than they are today." ☐

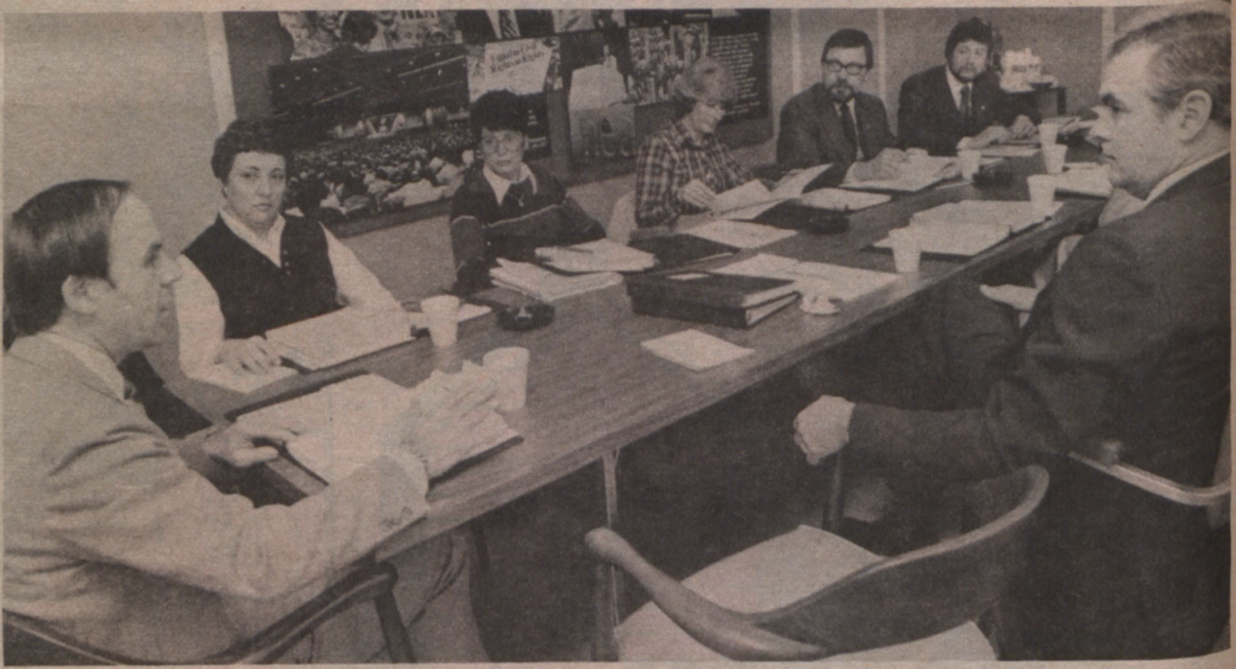
Looking toward '82

NEA-PAC revitalization gets study

WASHINGTON, D.C.—A special committee on fund raising has begun formulating ways that NEA's Political Action Committee (NEA-PAC) can raise the kind of money it needs to compete more effectively with the free-spending PACs that contributed so heavily to the defeat of education supporters in the 1980 congressional elections.

The hard reality is that while NEA-PAC was struggling last year to come up with a total of $350,000 to help fund the campaigns of pro-education candidates for federal office, foes of public education were leading the nation in political fund raising. The National Conservative Political Action Committee (NC-PAC) alone, for example, raised and spent more than $7 million.

Appointed by NEA President Willard McGuire and made up of nine state association leaders, the NEA-PAC special committee on fund raising will submit its proposals to the full NEA-PAC Council for consideration at its April meeting. ☐



Special committee appointed by NEA President Willard McGuire plans strategy for revitalizing NEA-PAC. From left to right are Bernie Freitag, NEA vice-president; Ann Graham, NEA-PAC representative from the Michigan Education Association; Kathy Smith, NEA-PAC representative from the Indiana State Teachers Association; Edithe Fulton, vice-president of the New Jersey Education Association; James Mills, president of the Colorado Education Association; chair Bill Miller, vice-president of the Washington Education Association; and Ken Melley, director of NEA Political Affairs.

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Design by **William J. Kircher & Associates.** Photo credits: page 2 (top) **Nancy Harris,** (bottom) **Joe Di Dio;** page 3 **Joe Di Dio;** page 4 **Michael Evans** and **Bill Fitz-Patrick;** page 6 **Massachusetts Teachers Association;** page 7 **South Carolina Education Association;** page 9 **Joe Di Dio;** page 10 **Massachusetts Teachers Association;** page 11 **ABC-TV;** page 12 (top) **Joe Di Dio,** (bottom) **Carolyn Salisbury.**

NEA, coalition urge Congress:

'No tax credits for private school tuition'

WASHINGTON, D.C.—Once again moves are afoot to persuade Congress to allow income tax credits for parents paying tuition to private education institutions. NEA and dozens of other major organizations in the National Coalition for Public Education will be leading the battle to defeat any such tax credit schemes on the grounds that they are unsound for fiscal, constitutional, and public policy reasons.

Unlike 1978, when tuition tax credits came very close to passage, this time the idea is supported by the White House and the Secretary of Education. NEA and its allies find it incongruous that proposals for tax credits of up to $500, which would drain an estimated $4 billion a year or more from the U.S. Treasury, are being contemplated at a time of already scarce resources, when the Reagan Administration is faced with fulfilling its promises to cut "government handouts," increase defense spending, and balance the federal budget.

NEA and the broad-based coalition are mounting an intensive effort to get out the facts, including these:

- **Choosing not to take advantage of a public service which is provided for all through tax dollars—be it public education, city police protection, or a public swimming pool—in no way exempts an individual from sharing the tax burden for that service.** Like private security guard fees or private swim club dues, private school tuition is a voluntary expenditure—not "double taxation."

- **Enactment of tuition tax credits would undermine the fiscal support of the public school systems on which 90 percent of American parents depend for the education of their children.** Under some of the proposed bills, tax credits could amount to $500 per private school child. The federal government contributes nowhere near that amount per child enrolled in the public schools. Less than $170 of the average per-pupil expenditure in the public schools (kindergarten through postsecondary) comes from federal sources. It is a gross distortion of the American concept of tuition-free public education for all for Congress to consider aiding private interests more than the public interest—the privileged more than the poor.

Currently the federal government is contributing a miniscule 8 percent of the total cost of public education. Enactment of the new tuition tax credit subsidy for private schools would force Congress to make up the multibillion-dollar revenue loss somewhere. The fiscal reality is that the cuts would most likely come from existing federal education programs, regardless of their effectiveness.

- **Tax credits could create an educational caste system under which the underfinanced public schools could not possibly succeed.** Because most private schools charge tuitions far in excess of the amounts proposed for tax credits, only families able to afford the remaining cost would realize any benefit. As higher income families opted for this new tax break, the public schools would be left with an ever larger percentage of lower income students—and of handicapped children, youngsters with discipline problems, and other students whom private schools can choose not to admit because they need costly special programs.

- **Tuition tax credits would likely result in a loss of state aid to local public school systems.** Systems losing enrollment to private and parochial schools would face a decline in state funding under formulas based on average daily attendance. A drop in state dollars would force localities either to downgrade their public education programs drastically—resulting in further flight of students to the private schools—or else to try to increase local property taxes—an unlikely prospect in today's political climate.

- **Tuition tax credits violate the constitutional principle of separation of church and state and do not fulfill the duties of government toward either public or private schools.** NEA and its allies are in no way arguing that private and parochial schools should not exist—only that it is not the government's place to support them. The government's duty is to provide a system of tuition-free public schools, open to all. Its duty toward private or church schools is to leave them alone, independent, and free of regulation.

With tuition tax credits, government intrusion into the operations of private schools—to evaluate the legitimacy of a claimed tax credit—would be unavoidable. The only other choice would be for the government to accept all claims for tax credits at face value and so run the risk of indirectly subsidizing "schools" run by the Ku Klux Klan, the Communist Party, and any other fringe group or sect. ☐

During a recent NEA reception for new members of Congress, Representative Vin Weber (R -Minn.), left, reacts to Association's position on tuition tax credits as expressed by NEA President Willard McGuire and newly appointed NEA Government Relations Director Linda Tarr-Whelan.

Budget battles ahead

WASHINGTON, D.C.—As this issue goes to press, details of the Reagan Administration's plan for substantially cutting the fiscal 1982 federal budget are not yet known. However, sources indicate that sharp cuts in aid to elementary and secondary education can be expected as part of the overall proposal for reducing the federal deficit.

As originally prepared by the outgoing Carter Administration, the budget for fiscal 1982 (the year beginning October 1, 1981) called for an 11 percent increase in federal education funding over current-year levels. Whatever the new Administration proposes as a revised budget will have to win congressional approval, and many long, bloody battles seem inevitable in the months ahead.

Under law, Congress must set initial spending targets for the 1982 fiscal year by May 15, 1981. But first it may adopt an unprecedented third budget resolution to impose new revenue and expenditure targets for fiscal 1981.

Education programs are currently funded under a continuing resolution, in lieu of the regular fiscal 1981 appropriations bill that never got passed in the last session of Congress. NEA is working with key leaders in the House and Senate and with allied organizations through the Committee for Full Funding of Education Programs to preserve the gains that have been made and to secure additional money for such vital programs as ESEA Title I (education of the disadvantaged), impact aid, college student assistance, teacher centers, and vocational education.

Current voc ed legislation will expire in September 1982, and NEA has sent its recommendations for the reauthorizing laws to the appropriate congressional staff. Part of the Association's effort in this area will focus on the youth employment bill, which is expected to be considered again this year (it passed the House in 1980 but failed to reach the Senate floor). The youth act would provide over $1 billion annually for programs to increase the employability of young people, with substantial involvement of the public schools. The Carter budget included $900 million for the youth employment program in fiscal 1982. ☐

Teacher centers under attack

WASHINGTON, D.C.—Claiming that "by and large teacher centers function as taxpayer-financed union halls," the Heritage Foundation has called on the Reagan Administration to eliminate federal funding for the centers.

This recommendation, part of a lengthy report presented to the Reagan transition team by the Washington-based conservative think tank, has been picked up and echoed almost verbatim in newspaper editorials around the country.

NEA fought long and hard in Congress for creation of the teacher centers program barely four years ago, overcoming opposition from school administrator groups and school board representatives who feared the centers would give teachers too much power over their own professional development. As spelled out in the legislation, the purpose of the centers is to help teachers improve their skills and develop curricula to meet the needs of their students.

Ironically, just as the Heritage Foundation was characterizing teacher centers as serving only a "special interest group" and not promoting quality education, superintendents in districts where the teacher centers have been operating were going on record praising the new "spirit of cooperation" the centers have brought, as well as the real improvements they have already made in teacher in-service—and in teaching.

The teacher center program is funded at $13 million in the current (fiscal 1981) budget. The Carter Administration's proposed budget for next year recommended a small increase for the program —to $14.3 million, enough to provide for 128 operational centers and 10 planning grants, with overall participation of about 58,000 teachers.

As we go to press, President Reagan's revisions in the Carter budget have not yet been released. NEA stands ready to implement an all-out congressional lobbying effort if necessary to prevent elimination of the teacher center program. ☐

NEA's office of federal agency relations is working to establish contacts with the new Presidential appointees in every cabinet agency that in any way touches teachers' lives.

The Reagan cabinet: outlook for education

WASHINGTON, D.C.—The two federal agencies NEA is now monitoring most closely, because of their major impact on school programs, are the Department of Education (ED) and the Office of Management and Budget (OMB).

President Reagan's appointment of Utah higher education commissioner Terrel Bell as Secretary of Education was initially greeted with relief by NEA and most other education organizations, which believed he would have refused the job if it meant presiding over the dismantling of the new Department. As U.S. commissioner of education under Presidents Nixon and Ford, Bell was an early supporter of separating education from the Health, Education and Welfare morass.

But at his confirmation hearing in January, the 59-year-old Bell told a Senate committee that he now plans to "look at other alternatives" to the Department and reaffirmed President Reagan's commitment to abolish the cabinet-level agency. He emphasized, however, that "education ought to be placed in a structure where the needs of education can be heard."

Bell did not elaborate on any of the specific alternatives he will be studying, but the Administration is believed to be moving toward an independent federal agency of non-cabinet status, along the lines of the National Aeronautics and Space Administration (NASA).

Bipartisan support for ED remains fairly strong in the Senate—as expressed at Bell's confirmation hearing in a plea from Sen. Robert Stafford (R-Vt.) that the new Department, created less than a year ago, be given a chance to prove itself "to see if it can serve the national good." Rather than seeking congressional approval for a wholesale change in the Department, the Reagan Administration may just gradually "reorganize" it—transferring key programs to other departments and cutting back ED's budget and staff. NEA will be fighting any moves to abolish or emasculate the Department with whatever leverage can be brought to bear.

Secretary Bell has also gone on record as favoring tuition tax credits and a narrowing of the federal role in education.

His first official act as the nation's top education official was to revoke the bilingual education regulations proposed last year by the Carter Administration, describing them as "harsh, inflexible, burdensome, unworkable, and incredibly costly." NEA observers interpreted the action as a backing away from the federal government's responsibility to ensure equal access to education for children with limited or no English language skills.

Until the Education Department issues new rules, the *Lau* guidelines devised in 1975 will be dusted off and put back into place. They call for bilingual education in some cases but do not have the force of law.

Meanwhile, at OMB . . .

Office of Management and Budget Director David Stockman, the Reagan Administration's chief budget-cutter, is a 34-year-old fiscal conservative who, from his former seat in the Michigan congressional delegation, wrote scholarly articles advocating greatly reduced federal spending. Michigan Education Association spokespersons who dealt with him in the House of Representatives describe him as a "very bright, bordering on brilliant" politician who favors less federal aid to education and is "big on private enterprise"—in education as everywhere else.

Stockman voted against the NEA position on 10 out of 12 education-related roll-call votes in the last Congress. ☐

'Family Protection' Act would turn back the clock

WASHINGTON, D.C.—The last Congress adjourned without considering a major right-wing bill to "protect" families from federal standards in such matters as child abuse, spouse abuse, and juvenile delinquency. Expected to surface again with more support in the current Congress, the 50-page "Family Protection Act" is a preposterous attack on basic constitutional rights and a frontal assault on teacher organizations.

As introduced in the 96th Congress by Sen. Paul Laxalt (R-Nevada), the bill targets the federal role in education as "perhaps the most disruptive in its impact on the family." The Act would change or repeal most titles of the Elementary and Secondary Education Act of 1965, including Title I. It would withhold federal funds from school districts that allow agency shop (the required payment of fees to a bargaining agent).

The bill would also amend the National Labor Relations Act to exclude from the definition of "employer" any corporation or association operating a school or hospital. It would grant "parent-run" schools—presumably including segregationist academies—tax-exempt status and "accreditation for all purposes of federal education law."

The Family Protection Act mixes educational issues with fundamentalist Christian objectives. Its first provision would deny federal funds to any states that "don't allow prayer in public buildings." Another provision would withhold federal funds from values clarification or behavior modification courses.

The Act also provides for parental and community review of public school courses involving any study of religion, and parental review of textbooks prior to their use.

Weakening Title IX of the Education Amendments of 1972, the Family Protection Act would allow local school districts "to limit or prohibit the intermingling of the sexes in any sports or other school-related activities." It would also withhold federal funds from the purchase or preparation of any educational materials which "tend to denigrate, diminish, or deny the role differences between the sexes as it has been historically understood in the United States."

NEA lobbyists and the more progressive members of Congress will be working to unmask this flag-draped legislative proposal for what it is: an attempt to impose one narrow moral value system on the nation and to further weaken the public schools. ☐

Massachusetts

TAX CUT

WREAKING HAVOC WITH SCHOOLS

BOSTON—The casualty figures from Proposition 2½, the massive tax-chopping initiative approved by Massachusetts voters in November, are starting to pour in as cities and towns prepare budgets for the 1981-82 fiscal year. Despite an intensive anti-2½ campaign spearheaded by the Massachusetts Teachers Association (MTA), the public backed the tax scheme by a decisive 3 to 2 margin.

A national magazine dubbed the vote the "Second Boston Tea Party." "In 1773," the magazine reported, "proper Massachusetts citizens protested taxes by dumping boxes of tea in the harbor. They're at it again. Only this time they're throwing their cities in the drink."

Indeed, the tax plan spells chaos for cities and towns throughout the commonwealth. Although proponents of 2½ touted it as a mandate for the state to cut down on waste and excessive spending, the real impact will be felt at the municipal level, where property taxes have been the main source of revenue. In many places the slashed property taxes will mean the end of public education as Massachusetts citizens know it, as well as a drastic curtailment of police and fire protection, recreation programs, road and sewer repairs, refuse collection, and basic human services.

Short-term relief

And the irony of it all is that even if homeowners save a few hundred dollars a year on their property taxes, they will soon be paying more for these same local services in the form of user fees or some other kind of tax, as well as higher fire and theft insurance premiums.

When the tax plan is fully phased in, local property taxes will be limited to 2½ percent of a town's assessed value. Communities where taxes exceed that level (which is the case in most Massachusetts towns) must reduce their property tax collections by 15 percent each year until the magic figure of 2½ percent is reached. Towns now taxing property below that level must freeze those assessments at current rates. Once the 2½ percent level or "freeze" level is reached, the annual tax increase cannot exceed 2½ percent, regardless of inflation or local needs.

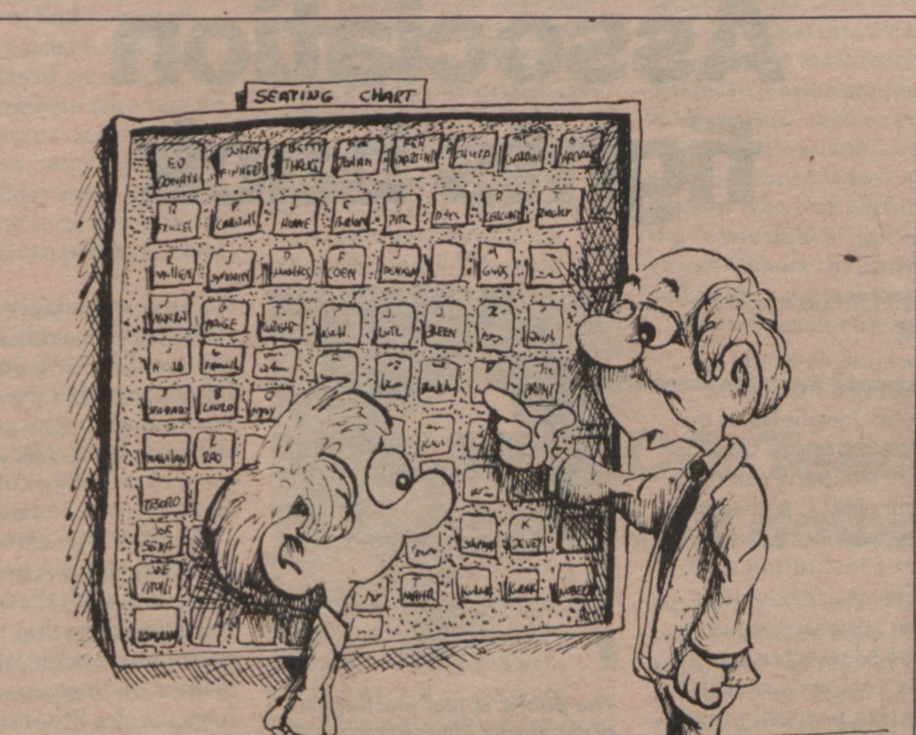
And if that weren't bad enough, beginning in January, Proposition 2½ reduced the excise tax on autos (another source of local revenue) from $66 per $1,000 valuation to $25 per $1,000. This drastic drop in revenues is already creating fiscal problems for communities that drew up budgets for this year based in part on income expected from the excise tax.

The statistics on teacher layoffs and program cuts are so grim that many people simply refuse to believe them. During the 18-month campaign against Proposition 2½, MTA was accused of using scare tactics to force a "no" vote. Now that the tax scheme has passed, however, MTA's worst fears are being realized.

How bad will it be?

Within three years Boston will lose $312 million—70 percent of its budget; Lynn will lose $26 million (60 percent) of its revenues; Worcester will lose $39 million, more than half of its income. The figures are little better in other communities. The revenue losses translate into a staggering 10,000 teacher layoffs throughout the commonwealth. Many cities had already tightened their fiscal belts to deal with declining enrollments in the past few years and are now watching their school budgets being slashed beyond recognition. No matter what priority education has in a particular community, the squeeze will be on; leaders of nationally recognized school systems are mourning the end of quality public education in Massachusetts.

Education will not be the only public service to feel the effects of 2½. Statewide, more than one-third of the police and firefighters will be fired once budgets are chopped, and city officials in one eastern town predict that residents will have *no* local services within three years because the city will be unable to afford to pay the salary of a single employee.



"I've tried everything to fit you in--
perhaps you can sit in the hall
with the door open"

Why did voters support such a drastic proposal? MTA President Carol Doherty offers an analysis: Inflation, combined with admittedly high taxes, was putting the squeeze on citizens who were already somewhat distrustful of government. Having reached their saturation point, voters simply reacted to their frustration, without really understanding the consequences of their action.

"Citizens have asked the legislature for decades to institute viable tax reform," Doherty says, but nothing has happened. In the voters' minds, supporting Proposition 2½ was a way to send "them" (the legislature) a message.

Misdirected message

The tragedy, she adds, is that the measure doesn't change state government in any way, but only cripples the smaller units of government and ultimately hurts the average citizen.

"We (teachers) are taxpayers ourselves," she adds, "and we totally agree that tax reform is long overdue. But this tax ax is not a rational approach to the problem."

MTA was a leader in the coalition effort to try to stop Prop 2½. "Our responsibility as an organization is to preserve the integrity of education," Doherty says. "We have been accused of only being concerned with saving jobs, but you can't separate the two. You must have people to provide that quality education."

The educational system will bear the brunt of the tax chopping because it accounts for a large percentage of most town budgets. Somerville is a good example. This blue-collar community near Boston has already had its share of money problems, according to Bob Murphy, president of the Somerville Teachers Association. Fiscal mismanagement coupled with declining enrollments have left the city with a bare-bones budget. "There's simply nothing left in the budget to play around with now," Murphy explains. As a result of the first year's cuts under Prop 2½ more than 200 of the 591 teachers presently employed will be laid off, several schools will be closed, and drastic

Continued on next page

Prop 2½ crunches cities

Continued from page 5

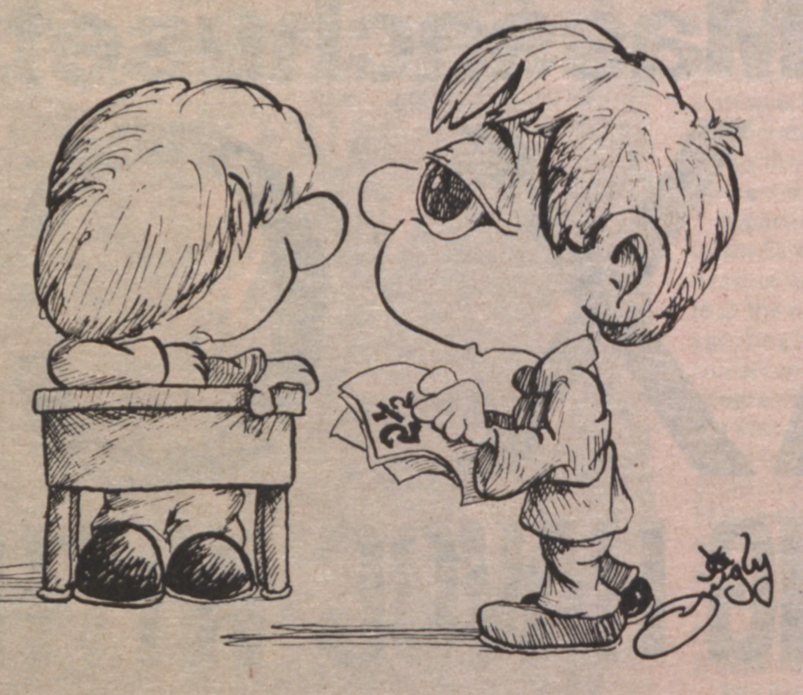
cuts will be made in instructional programs. Class size will double.

Once the community realizes what changes are going to have to be made, there may be an outcry, Murphy says, but by then a lot of damage will be done. A number of teachers are already planning their escapes. Murphy says many teachers are depressed and bitter over the election results because they are taking the referendum vote personally.

'We feel bitter'

"Morale in the classroom is impossible to describe," says Steve Lopes, a teacher leader in Braintree and member of the NEA Board of Directors, "and teaching in my school is like going to a funeral every day." In a recent editorial in *MTA Today*, he described the particular frustration he and his colleagues are feeling: "We feel bitter because we failed in our job of educating the citizens about the consequences of their actions. We failed to give them the wisdom to foresee the death of education in Massachusetts. We failed to teach them, as we teach the children, about the futility of blindly striking out, hitting any convenient target. Worst of all, we failed to make them love schools and teachers."

This sense of bitterness is especially acute in places such as Brookline, Newton, and Cambridge, where local residents bucked the trend and voted against Prop 2½ but must now comply with it anyway. One of the most difficult aspects of 2½ for them to accept is the loss of fiscal autonomy, which for more than 150 years has allowed each community to set its own level of spending for its educational programs.



"According to this I'm supposed to share this desk with you"

Brookline Educators Association President Ronny Sydney, a teacher in the system for 14 years, says the town has always had the highest regard for its teachers and has always been proud of its outstanding schools. Now that Brookline too must follow suit and drastically cut its services, she says, "The question we keep asking each other is 'who's at fault here?' The town voted with us. Parents, students, teachers, police, firefighters—we are all working for the same things."

A news release issued recently by school superintendent Robert Sperber, who led the local opposition to 2½, described the process of cutting $5 million from an $18 million school budget as "the most disheartening of my professional career." Proposed cuts will eliminate some 200 of 800 education-related positions. Field trips will be cut by 60 percent, athletics and extracurricular activities will be reduced by a third, and nursing services for students will be substantially cut. The list goes on and on.

Since Brookline currently taxes its property at 4.8 percent of assessed value, it will take four years of cuts to meet Prop 2½ guidelines. The first-year cuts are bad enough, Ronny Sydney says, adding, "I don't even want to be here and face that second-year cut. I can't even conceive of it."

One point that particularly concerns the high school social studies teacher is that people might think the cuts are merely "trimming the fat" in Brookline. "There is no fat here," she insists. "These cuts represent real changes in the school program."

During the campaign, supporters of 2½ played on the notion that the state would bail out communities like Brookline, Newton, and Somerville. Brookline Selectman Robert Stein, however, says he isn't counting on it. "Tell me the last time the state laid off 1,000 employees to give Brookline or Newton more money," he demands. Unlike California after Proposition 13, Massachusetts has no state surplus to turn back to its municipalities.

Elementary programs targeted

Cambridge, home of Harvard University, is another community that will be devastated by the tax cut against the vote of the townspeople. The first draft of the budget for the 1981-82 school year targets cuts at the elementary school level, says Roland Lachance, president of the local MTA/NEA affiliate. The elementary science program is a case in point. The 6,000 elementary students now receive instruction in science twice a week from a staff of 14 teachers and one administrator, Lachance explains. The new budget doesn't officially wipe out the program, but merely "pares"

See MASSACHUSETTS, page 10

Association fights back

BOSTON—The Massachusetts Teachers Association (MTA) is fighting on all fronts to lessen the devastating effects of Proposition 2½ on teachers and students. MTA President Carol Doherty says the association has two primary goals: to save school jobs and programs and to push for rational, equitable tax reform.

On February 9, the MTA launched "Operation SOS," a massive grass-roots lobbying campaign that will involve each of its 350 local associations in an attempt to capitalize on growing anti-Proposition 2½ sentiment.

The thrust of the operation will be to gain a favorable vote from the currently deadlocked state legislature to provide increased state aid to local cities and towns. MTA Executive Director William H. Hebert testified to legislators on February 5, outlining possible new revenue sources from which the necessary $600 million might be obtained.

Those sources would include closing a number of existing tax loopholes in the areas of corporation taxes, insurance company tax rates, long-term capital gains, and taxes on commercial bank assets, and instituting a sales tax on the state's booming computer software industry. It was the Massachusetts High Technology Council, representing primarily that growing industry, which funded 90 percent of the budget for the Prop 2½ campaign.

"Operation SOS" calls for the creation of crisis teams in each local association whose job it will be to organize ever-mounting lobbying pressure on the state legislature to provide additional funds.

The public is just starting to grasp the full implications of Proposition 2½, says Massachusetts Teachers Association President Carol Doherty.

An immediate concern is helping those communities which voted against 2½ to lobby the legislature for home rule—thus allowing each town to decide for itself the kind and quality of services it will provide for its citizens. Prop 2½ does allow for an override vote—but not before the November 1982 elections, long after the first wave of crippling cuts will be made in town budgets.

Another legislative approach that MTA believes is consistent with the intent of 2½ is insisting that tax relief go only to residential property owners. As happened in California under Proposition 13, most of the tax benefits will go to big business unless the new Massachusetts statute is amended.

A little farther down the road, MTA plans to introduce tax reform proposals that would more equitably distribute the tax burden. Under consideration are options such as raising the restaurant tax and levying a tax on receipts from professional, research, and commercial services.

In the wake of the vote on 2½, the legislature appears reluctant to tamper with the tax code. Despite the fact that most legislators opposed the measure, Doherty says, "they generally feel that their constituencies have addressed the issue for now." Other teacher leaders report they have heard their legislators say that "the blood would really have to flow" before the legislature would even consider aiding the towns being crushed by 2½.

On the legal side, two major efforts are under way to bring the case against 2½ to the courts. The first suit, filed by MTA and several police unions, seeks to have the statute declared unconstitutional because it violated state requirements for placing referendums on the ballot. The second suit, filed on behalf of students in Cambridge and eight other towns, is really an intervention into an existing suit challenging the use of property taxes to fund education. ☐

NEA AFFILIATES IN ACTION

MISSOURI: Professors move toward bargaining; Wellston crisis still unresolved

JOPLIN—A dispute over faculty evaluation procedures at Missouri Southern State College (MSSC) is providing the impetus for a fast-growing drive to institute collective bargaining. Almost 100 of the 140 faculty here have signed cards in recent weeks authorizing the MSSC-NEA as their chosen bargaining agent.

The key issue, reports MSSC-NEA President Rochelle Boehning, is a "ridiculous" evaluation procedure dreamed up five years ago by the central administration and forced on the faculty. The procedure requires students to evaluate their professors about two-thirds of the way through each course. The student evaluations then become the basis for determining faculty merit raises.

The system has led to a multitude of abuses as students "gang up" on the more demanding professors and give them deliberately poor evaluations to prevent them from being promoted, while the "easy" teachers get raises.

The growing faculty protests have succeeded in getting the procedure modified slightly, but MSSC-NEA is now demanding that there be no more "merit" increases until the entire faculty gets a cost-of-living adjustment.

Wellston battle goes on

Elsewhere in the state, turmoil continues in the Wellston school district in suburban St. Louis, where 60 teachers were fired last summer for striking to protest unbelievably poor working conditions. The untenable conditions in the schools have not changed, and now the strikebreakers hired to replace the teachers are quitting too, one by one.

Donations from teachers around the country have been used by the Wellston Community Teachers Association for loans in hardship cases—and for hiring a job placement firm to find new work for the displaced teachers. The families of some 20 WCTA members who remain unemployed or underemployed were each "adopted" for the holiday season by a neighboring local association and were given presents, food, and cash.

Teachers and their supporters in the community are now devoting much of their energy to next month's school board elections, in a drive to get some "new blood" on the board.

MNEA membership up

Statewide, the eight-year-old Missouri-NEA has begun once again to forge ahead in the membership battle with the larger, independent Missouri State Teachers Association. MNEA reports a record 13,000 members—1,500 more than it had last year at this time.

MNEA was created from scratch in 1972 when MSTA was disaffiliated from NEA for refusing to require unified (local-state-national) membership. ☐

As a Columbia TV news team records the scene at South Carolina Education Association headquarters, hundreds of female teacher-plaintiffs in a long-pending equal pay suit collect their shares of a $143,000 out-of-court settlement. The suit was backed by the Richland County Education Association, SCEA, and NEA through the unified legal services program.

SOUTH CAROLINA: Equal pay suit settled at last

COLUMBIA—A seven-year-long teacher suit against Richland County School District No. 1 finally ended here this winter with the teachers collecting an out-of-court settlement of $143,000 in damages.

The suit involved a challenge by 460 female teachers to a 30-year school district policy of paying male teachers $204 a year more than female teachers. The policy became illegal in 1972 under the federal Equal Pay Act but was not halted until early 1974.

Incredibly, the district tried to justify this blatant violation of federal law by arguing in court that male teachers did more work than female teachers and were more effective disciplinarians. District spokespersons were unable to explain who had performed the "male duties" in those schools where the entire staff and faculty were female.

The settlement awarded each of the 460 plaintiffs approximately $235 in cash and "the personal satisfaction" of the district's public recognition of guilt, reports Richland County Education Association President Ethel Taylor.

The South Carolina Education Association/NEA also collected a court judgment of $35,000 to partially offset the $50,000 spent financing the seven-year-suit. ☐

NEW MEXICO: Teachers push for P.L. 94-142 dollars

ALBUQUERQUE—A court suit and a statewide petition campaign have yet to persuade New Mexico's state board of education of the need to apply for federal funds under the Education for All Handicapped Children Act of 1975 (P.L. 94-142). Now, taking another approach, NEA-New Mexico and a coalition of child advocacy groups will be pushing a bipartisan move in the legislature to adopt a "memorial" stating it is the legislature's intent that the board submit a state plan asking for the federal funds.

NEA-New Mexico is also working to get the legislature to pass a recall procedure for state school board members, in hopes of breaking the current 5-5 tie on the P.L. 94-142 question.

Those who oppose requesting the funds argue that sufficient dollars for special education are provided by the state through its school funding formula and that federal dollars require too much paperwork and come with "too many strings attached." (For some reason, fear of paperwork and strings has not prevented New Mexico from accepting federal money for highways, housing—or education programs for nonhandicapped children.)

NEA-New Mexico con-

See NEW MEXICO, page 11

A teacher freedo

POETICS
THE PRINCE

ROCKVILLE, MD.— Cyril Lang is an angry man. Angry because he feels thwarted by an educational system that doesn't bend at all—or even take into account the best interests of his students.

Backed by the Montgomery County Education Association and the Maryland State Teachers Association, this 10th grade English teacher at Charles W. Woodward High School, serving a wealthy Washington, D.C., suburb, is fighting a charge of insubordination and misconduct in office. What is his heinous crime? Teaching Aristotle's *Poetics* and Machiavelli's *The Prince* in conjunction with a unit on the Shakespearean tragedy *Julius Caesar*, after being warned repeatedly by his principal not to do so because it violated curriculum guidelines.

The 55-year-old Lang finds it ironic that a teacher would be called on the carpet for attempting to impart more than the minimum to his students. Even with a threat of suspension-without-pay hanging over him, he refuses to recant, claiming his right to free expression in the classroom is really the issue here.

The two books in question were not even required reading for his English classes but were assigned to individual students who volunteered to report on selected passages. Lang supplemented the student reports with his own lectures and told his classes they would be held accountable for the material. It is this testing aspect that supposedly violated the curriculum standards and first ignited the controversy.

Press accounts in local newspapers and *Time* and *People* magazines have brought Lang a flood of mail expressing solid support for his cause. Typical of the letters he has received was one from the faculty of the English Department at Guilford College in Greensboro, N.C.: "We have read with interest and fellow-feeling the reports in the *Washington Post* of the trials, literal and figurative, you are undergoing for believing in the abilities of your students. . . . It is hard to believe that you have been removed from the classroom for doing well with your students. We wish there were more, not fewer, Cyril Langs in the classrooms that educate our students."

From Brazil, a letter from a Fulbright researcher expressed similar sentiments. "I taught Machiavelli to 10th graders 20 years ago. . . . To be sure, teachers in small private schools enjoy more leeway than their counterparts in large public high schools. But what is fundamental, surely, is to give space to talented teachers who are fired up, and who in turn fire their students. . . ."

Although he was removed from the classroom last August, Lang has continued to draw his salary. While awaiting the decision of the local administrative hearing examiner Lang has been assigned to several research projects in central administration. The day he talked with the *NEA Reporter* he was on detail for a food study program aimed at making improvements in the county's school lunch program. "The insiders call it the plate waste program," he explained, tongue in cheek, adding, "I've been 'promoted' from the classroom into the garbage pail. . . . I really have to keep my sense of humor about all of this or I wouldn't survive."

REPORTER: Is the issue here really insubordination?
LANG: This originally started as an issue with them [the administration] putting a ceiling on what the kids and I could do in the classroom. . . . Now they repudiate that and hit one issue—the testing issue. I was insubordinate because I proceeded to teach these things, not conforming to county policy.

From the start my issue had been a constitutional issue in trying to define my role within the classroom. In this county (I can only speak from the experiences I have had here), we have such a monstrous ogre in the bureaucracy—the administration—in legislating [curriculum] regulations. And they do this many times without even telling us. They put them in, change them, and amend them, almost at will.

They have a set of policies and procedures—two massive volumes—on what the administration can do; also there's an elaborate listing of student rights and responsibilities. But nowhere is it spelled out for teachers what they can and cannot do. Sometimes I think this is purposeful obfuscation—done to subdue and repress teachers.

The apathy throughout this whole county is frightening . . . but when you are continually frustrated your only reaction is going to be apathy—or rage—and few people are enraged.

What probably makes my case so unusual is that I'm being suspended for teaching too much. There's a lot of good teaching going on out there, but there's this mitigating circumstance which puts a ceiling on what we can do. The first commandment is 'thou shalt listen to thy supervisor.' You will conform to that or you get out.

There is a basic contradiction here. On one hand, the teacher is charged to teach the democratic method. Now if I am charged to teach that, by becoming a teacher I should not have abdicated certain constitutional rights I have. I'm saying this with the full realization that freedom is not undisciplined freedom. There are certain constrictors on us . . . perhaps the biggest are restraint and character. We as teachers, besides teaching our subjects, are also role models. [The administration] tells us to teach the democratic model, and they turn right around and repress it.

I know this comes over rather brutally. It sounds like an irate teacher has a chip on his shoulder, but I've lived through this for several years and I'm paying the price now. You accept it or you fight back, and I'm trying to fight back—with the full realization I probably will not win.

REPORTER: How exactly are teachers' rights being infringed upon?
LANG: I'll give you several examples of things that personally have happened to me . . . at two different schools grades were changed. . . . In one case a grade I had given on a plagiarized paper had been changed surreptitiously by a principal. I found out two months later because someone told me that the "E" (that's an F) had been changed to a "C." I confronted the principal, all the way up to the superintendent and got only doubletalk, gobbledygook. The only thing I really got was a denial that the paper was plagiarized; then I got a lecture, and was told that my job and function as a teacher was "therapeutic" rather than punitive. So the grievance procedure didn't work—right up through the superintendent.

It gets down to this—the system must win, otherwise we'll likely have chaos. The system is more important than teacher or individual. Teachers are kept in an adversarial role. They don't use the word adversarial, but "we're management and you're labor," and they set up that dichotomy right from the start.

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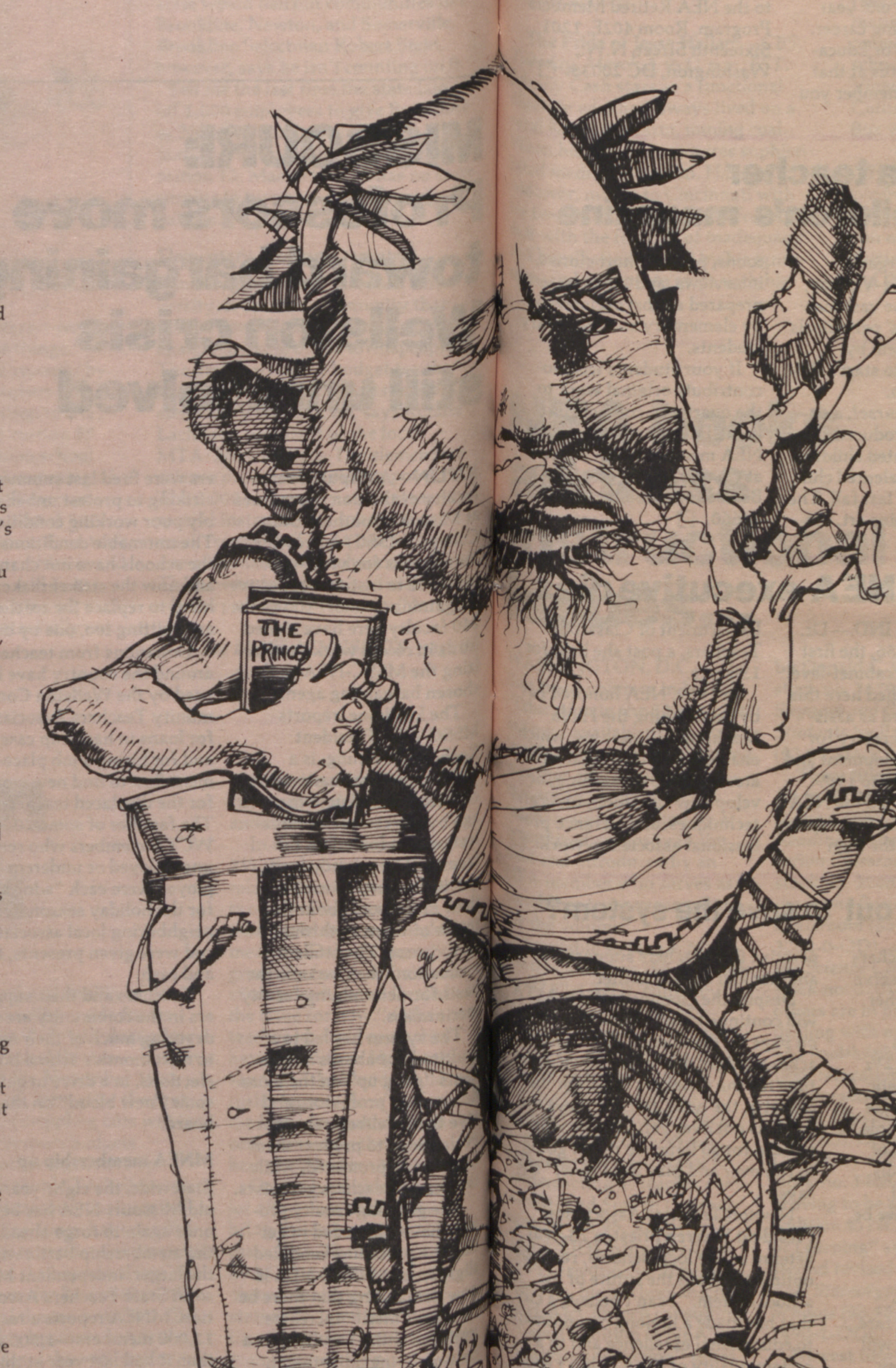

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I am tired of teachers taking the blame for everything that happens in the classroom. It isn't that way. The public image is that you are low man on the totem pole and the administration, which is the system, must prevail.

I can tell you what happens in a county that prides itself on its academic prowess . . . the actual subversion of standards that isn't attributable to teachers. It's from lack of principles that the administration kowtows politically to the lions and tigers as they do out in public. I guess I'm too angry and I'm using harsh language, but this happened to me.

You're maintaining your own principles and standards, you're evaluated by these administrators on that, and they're undercutting you. Now if it's good for one person, it's good for another. You've got to treat them equally.

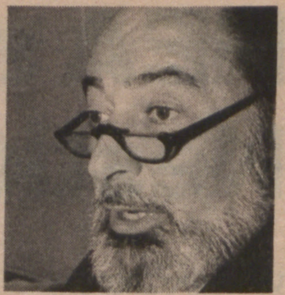
When principals can capriciously, unilaterally change grades, what the devil do you think is happening to standards? And why the devil are we getting the blame—with no support? I think it's criminal to take a public record and do that; they ought to be held accountable.

I think I know how this can be resolved, but it would take great power and great restraint and great principle. I'm talking about the "ple," not the "pal" suffix. . . . Things can be done if you change a little of the philosophy, you know?

REPORTER: What can a teacher do?
LANG: You want to survive? You put your time in, go through the machinations. A lot of teachers do, pick up their pay, leave, and hang their "go to hell" sign out. I don't do it that way. . . . I came into teaching late and I don't harbor aspirations for administration, so I don't have to knuckle under.

Let me give you a comparison. . . . My son graduated from high school in 1977 and went to a seminary in France. . . . Each week in his hour-and-a-half class he would give a lecture about some phase of American culture. This one week he was discussing American education . . . he was talking about negotiating grades—how you get pressure from parents. [His classmates] were breaking up, they thought he was telling them stories. . . . It was a great revelation to me . . . the public over there had enough faith and confidence in the competence of teachers to say "teach." . . . The only way you are going to get [competence] is not through a big administrative and costly superstructure, but by viewing teaching as a dynamic process that grows and grows. . . . And that does not happen by issuing edicts and regulations—compounded each year, sometimes contradicting each other. You recognize the worth of the person and say, "You are an individual, a teacher." Give him room to have input, give him room to grow—and he will. Take away that human factor and you take away the growth.

Something that is rarely considered is motivation, which makes teachers want to succeed, to put a part of themselves into it. That's what teaching is all about.



REPORTER: If you've felt the repression all along and have filed grievances before with no success, why did you decide to fight again?
LANG: I have observed their regulations, I have followed their policies. I do believe in curriculum . . . there has to be some control. They also have regulations about getting students involved in the educational process. I conformed to that . . . with dialogue . . . setting goals mutually acceptable to them and me . . . I conformed to differentiated groupings.

I had such poor response from the grievance procedure . . . I just put my job on the line—point blank. I knew what would happen . . . but I felt I couldn't teach in a system, tolerate a system that wasn't going to give me what I thought were my rights.

The educational legacy says the classroom is the free marketplace of ideas. [In using Aristotle and Machiavelli] I wasn't appealing to prurient interests, I wasn't giving them obscenity. I was giving them straight academic fare which in my judgment was viable and relevant, with valid objectives. And I was told I couldn't do it. . . . The other thing was that the students liked it.

REPORTER: You mean the students didn't object to the assignments?
LANG: No. They liked them. A lot of students wanted to testify in my behalf. . . . I'm sorry they couldn't.

REPORTER: Do you think your own credibility has been reduced in this case because you have bucked the system before?
LANG: Glad you asked that. I've been waiting for someone to ask me that because this case has come out as a personal attack [on the principal]. I've been waiting for people to say, "Well, what have you done?" and "Why have you done it?"

I know very well the power of the system, but this has been a violation of my rights as a teacher. Have you read our Constitution? It's ideal, but it isn't always practiced that way. Same way here. The regulations with their guarantees—they read beautifully on paper. Then you introduce the human factor—motivations, power politics, greed, and a clutching towards conformity. Conformity in this sense means no one's going to buck the boss in a superstructure like this. Create waves in the bureaucracy and go against the trend—and they'll get you in the end.

REPORTER: What kind of teacher are you?
LANG: I'm tough. In other words, I have standards, but I like kids and get along with them very well.

REPORTER: You have a background in business and theatre directing. What made you decide to teach English?
LANG: Well, I could either teach English or social studies. I thought teaching social studies was too controversial, that I could really come under fire. Ha! I didn't want to get into politics because I don't think I could have been that objective, and really you have to be. I'm not here to spout a line. I find it intellectually more challenging to deal with English because you are dealing with a world of ideas. With themes in literature, you're talking about psychology, how people are revealed through plot and characterization. It's give and take.

I love to play devil's advocate—I love controversy in the classroom. My classes are never boring . . . well, maybe not fun everyday. You'd have to be a fool to say it's always fun. There are bad days, but there are good days too, and boy, when those good days come, it's worth it.

REPORTER: Do you expect to remain in teaching?
LANG: If I can't go back into the classroom and teach Aristotle, teach Machiavelli, I would be false to myself, to my principles. . . . ☐

NEA supports Nestlé boycott

WASHINGTON, D.C.—In line with its goals and policies on social issues, NEA has endorsed the nationwide boycott of Nestlé products to protest the company's distribution and merchandizing methods which have persuaded millions of women in developing countries to stop breastfeeding and use infant formula instead.

Because Third World women tend to overdilute the costly formula to make it last longer, lack adequate fuel to sterilize the bottles, lack proper refrigeration, and use contaminated water, over 10 million Asian, African, and Latin American babies annually suffer from "bottle baby disease," characterized by diarrhea, malnutrition, and brain damage. Research reveals that mortality rates for bottlefed babies are two to three times higher than for breastfed infants.

NEA support of the action against the world's leading seller of infant formula in developing countries was recommended last summer by the Representative Assembly and approved in December by the Board of Directors after a thorough study.

The boycott was initiated in 1977 by the Minneapolis-based Infant Formula Action Committee and has been endorsed by church groups, unions, social action groups, women's organizations, and consumer groups, as well as individual political, civic, and church leaders. ☐

CLIP OUT AND KEEP IN YOUR WALLET

Nestle products are sold under many different labels and include—

Chocolates
- Nestle's CRUNCH
- Toll House Chips
- Nestle's Quik
- Hot Cocoa Mix
- Choco'lite
- Choco-Bake
- $100,000 Candy Bar
- Price's Chocolates
- Go Ahead Bar

Coffees and Teas
- Taster's Choice
- Nescafe
- Nestea
- Decaf
- Sunrise
- Pero
- Tetley
- Martinson

Wines
- Beringer Brothers
- Los Hermanos
- Crosse and Blackwell

Cheeses
- Swiss Knight
- Wispride
- Gerber Cheese
- Old Fort
- Provalone Lacatelli
- Cherry Hill
- Roger's

Miscellaneous
- L'Oreal Cosmetics
- Nestle Cookie Mixes
- Deer Park Mountain Spring Water
- Pine Hill Crystal Water
- Kavli Crispbread
- McVities
- Keiller
- James Keller & Son, Ltd.
- Contique by Alcon
- Ionax by Owen Labs
- Lancome
- Care Free Sugarless Gum
- Beechnut Gum, Cough Drops, Life Savers

Hotels and Restaurants
- Stouffer
- Rusty Scupper

Packaged Fruits, Soups, Etc.
- Libby's
- Stouffer Frozen Foods
- Souptime
- Maggi Soups
- Crosse and Blackwell
- Beech Nut Baby Foods

Retiring this year?

WASHINGTON, D.C.—NEA is stepping up its efforts to serve its growing number of retired members through legislative and political action, consumer education, and special services such as insurance, travel programs, and discounts on books, prescriptions, and car rentals.

You are eligible for NEA Retired Membership if you were a member of the Association during any one year during your teaching career. If you held Active or Educational Support status at that time, as a retired member you can become a voting delegate at the NEA Representative Assembly. Dues for retired members are $5 a year.

If you are leaving teaching for a new career, you too are eligible for NEA Retired Membership, which allows you to keep up your favorable NEA group life insurance plan—and to stay in touch with your former profession.

For more information, write to the NEA Retired Members Program, Room 402E, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

Alabama teacher edits children's magazine

MOBILE—Kindergarten teacher Marji Gold-Vukson, who says that "the vast majority of childrens' periodicals are written for them by adults," decided to start a different publication.

Chart Your Course!, a 64-page magazine produced "by creative and talented children for creative and talented children," premiered last fall. The publication contains art, cartoons, poetry, short stories, interviews, and other material prepared almost exclusively by elementary and secondary students.

If your students wish to contribute original work to the quarterly, contact Alabama Education Association/NEA member Gold-Vukson at *Chart Your Course!*, P.O. Box 66707, Mobile, Ala. 36660. ☐

Former NEA executive dies

TERRE HAUTE, IND.—Dr. Hilda Maehling, 86, the first woman to hold a cabinet-level post with NEA, died here this winter. She served as assistant executive secretary for professional development and welfare from 1955 to 1959. Dr. Maehling joined the NEA staff in 1941 as the first executive secretary of the then Department of Classroom Teachers, a post she held for 13 years.

In 1959, NEA honored her by establishing the Hilda Maehling Fellowships, which enable teachers in local affiliates to improve teaching, develop new classroom tools and techniques, and advance professional association work. ☐

Massachusetts: 'Why should we be singled out to save the system?'

Cambridge teacher leader Roland Lachance, heading for Suffolk Superior Court, is a co-plaintiff with MTA in a suit seeking to have Proposition 2½ declared illegal.

Continued from page 6

it—by cutting out 13.5 of those teaching slots. That leaves the administrator and a half-time teacher to carry out the entire program.

And what will happen to the thousands and thousands of teachers who will be laid off this year and the next? As soon as 2½ passed, many saw the handwriting on the wall and began checking into employment prospects in the private sector. Estimates are that any teacher with fewer than 10 years of service is likely to be affected by the school budget cuts. Ironically, many teachers are likely to land jobs in the state's electronics and computer industries—the industries that backed the pro-2½ campaign most ardently.

It has been suggested that teachers should take pay cuts to save as many jobs as possible and spare the towns the full impact of 2½. Some teachers have even volunteered to do so, but MTA and local association teacher leaders oppose the idea, on the grounds that it would further undermine the public perception of teachers as competent individuals who deserve to make a decent salary just as other professionals do.

Bob Murphy of Somerville has another argument—namely that 2½ has created what he calls a synthetic depression, which teachers alone are being asked to combat. "If the whole community wants to give up part of their pay checks to save the schools, that's OK, and we'll do so as well," Murphy says. "But why should we be singled out to save the system?"

What about the survivors?

And what of the people who survive the tax cuts—how will they fare with the additional burdens that will be placed on them? Ronny Sydney says she already knows that her job will get harder. "If I'm still here next year, I'll probably be teaching 150 students instead of 100, I'll lose my planning period, and every year I'll be making less money while my job will be getting tougher." Because of these added pressures she thinks it is imperative that teachers support one another and hang together.

Despite the gloomy outlook, MTA will continue to fight back (*see story on page 6*). President Carol Doherty acknowledges that it has taken some time for the members to accept the defeat at the polls, but she vows the battle is not over yet. "We've worked so hard for so long, we're not going to roll over and play dead now," she says.

Newton Teachers Association President Warren Priest, a 26-year veteran of the local schools, remains optimistic about the future of his school system. "I can't believe a city that has made a lifelong commitment to educational excellence and to a certain quality of life wouldn't protect that investment. People are starting to stand up and shake their fists and say 'we won't let this happen.'

"I am still hopeful we can turn this thing around," he says, adding soberly, "after all, how can you work for something without hope?" ☐

NEA recommends...

Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the coming weeks:

I Think I'm Having a Baby—*CBS, Tuesday, March 3, 4-5 p.m. EST*. This CBS Afternoon Playhouse presentation focuses on young Laurie McIntyre's awakening sexuality and how she learns to make decisions about it and to take responsibility for herself and her actions.

The Pride of Jesse Hallam—*CBS, Tuesday, March 3, 9-11 p.m. EST*. Johnny Cash stars as a functional illiterate who has always lived on a rural Kentucky farm, mining coal. When his daughter requires sophisticated medical attention, Hallam, a widower, moves to Cincinnati with his two children. He is then forced to deal with the feelings of inadequacy and humiliation caused by his ignorance, and to come to grips with his illiteracy before he can make a better life for himself and his family.

Masada—*ABC, Sunday, April 5, through Wednesday, April 8, 9-11 p.m. EST each evening*. This eight-hour 'novel for television' is the inspiring story of 1st century freedom fighters locked in a death struggle against the Roman Empire. Peter O'Toole and Peter Strauss star as the leaders of the two opposing armies *(see accompanying photo)*. Due to mature themes, the program is recommended specifically for use in high school and college level courses. Viewers' guides are available from Cultural Information Service, P.O. Box 92, New York, NY 10156.

Hallmark Hall of Fame—*PBS, Wednesday, April 15, 8-9:30 p.m. EST*. "Dear Liar" is a lively adaptation of the correspondence between literary giant George Bernard Shaw and the renowned English actress Mrs. Patrick Campbell. Introduced and hosted by George C. Scott, and starring Jane Alexander and Edward Herrmann. A printed guide suggesting ways teachers can use this broadcast to illuminate high school work in history, language arts, and drama is available free from Office of Radio and Television for Learning, WGBH, 125 Western Ave., Boston, MA 02134.

Refer to local listings for exact broadcast times in your area. ☐

NEA books address instructional issues...

WASHINGTON, D.C.—The first three volumes in NEA's "Education in the 80's" series are now available. Each book in this series of nine will bring together articles on one general subject from leading teacher-writers, edited by a recognized authority in the field and introduced by an NEA member who serves as classroom teacher consultant for the volume.

Available so far are *Multiethnic Education* ($8.95, stock no. 3157-1-OD), edited by James A. Banks with Minneapolis elementary teacher Barbara J. Shin serving as teacher consultant; *Social Studies* ($7.95, stock no. 3163-6-OD), edited by Jack Allen, with Everett, Wash., elementary teacher Carol J. Golden acting as teacher consultant; and *Speech Communication* ($8.95, stock no. 3165-2-OD), edited by Gustav W. Friedrich with Seminole, Fla., high school teacher Joy H. McClintock consulting.

Latest addition to NEA's "Analysis and Action" series is *Developing Positive Student Self-Concept* ($5.95, stock no. 1681-5-OD), by David L. Silvernail, an NEA member at the University of Southern Maine at Gorham. Other recent titles in this popular series are *Science Anxiety and the Classroom Teacher* by Donald C. Orlich ($5.95, stock no. 1679-3-OD) and *Shyness and Reticence in Students* by Paul G. Friedman ($3.95, stock no. 1675-0-OD).

Three titles are available so far in NEA's new "Reading in the Content Areas" series: *Reading in the Business Education Classroom* ($5.95, stock no. 3208-X-OD), *Reading in the Social Studies Classroom* ($5.95, stock no. 3202-0-OD), and *Reading in the Science Classroom* ($5.95, stock no. 3201-2-OD). Two others are in preparation, dealing with mathematics and health/physical education/recreation.

Humanism and Behaviorism in Physical Education by Robert E. Gensemer of the University of Denver ($7.95, stock no. 1488-X-OD) is proving to be a popular new addition to NEA's "Aspects of Learning" series, as is the second revised edition of *Sex Role Stereotyping in the Schools* ($6.75, stock no. 1490-1-OD).

Newest title in the NEA "Professional Studies" series is *Teacher-Centered In-Service Education: Planning and Products* by Robert A. Luke ($6.95, stock no. 1624-6-OD). Prepared under a grant from the National Institute of Education, this work had the participation of representatives of NEA state affiliates in Alabama, California, Iowa, Massachusetts, Michigan, Minnesota, Ohio, Pennsylvania, Washington, Wisconsin, and Wyoming.

All books should be ordered from NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. NEA pays postage on any order accompanied by payment; no order of less than $10 can be billed.

A panel of NEA members from across the country advises NEA in the preparation of each new book. For the "Education in the 80's" series the advisory panels include Maridell Fryar, Midland, Texas; Jeff Golub, Kent, Wash.; Carlene McDowell, Burnsville, Minn.; Robert Arnspiger, St. Louis, Mo.; R. G. Helms, Centerville, Ohio; Jose Correa, Colorado Springs, Colo.; Joseph Key, Little Rock, Ark.; Billie Nave Masters, Irvine, Calif.; Laverne Fernandes Moore, Honolulu, Hawaii; and Henry A. L. Parkhurst, Winchester, N.H.

Serving on advisory panels for the other new publications announced above were NEA members Mildred M. Hardy, Montgomery, Ala.; Walter C. Quint, Westville, N.J.; Carlin Wenger, New Cumberland, Pa.; Pauline A. B. Mosney, North Dartmouth, Mass.; Jan Wollenhaupt, Fontanelle, Iowa; Andrew M. Poston, Nashville, Tenn.; Manerva Todd, St. Louis, Mo.; James Blank, Manitowoc, Wis.; Rita Hodgkins, Sacramento, Calif.; Alan Rozinsky, Hartford, Conn.; Richard C. Burnham, Seattle, Wash.; and Bobbye Whitworth Selbo, Littleton, Colo. ☐

...and that annual chore

WASHINGTON, D.C.—It's not too late to order the *NEA Federal Income Tax Guide for Teachers: 1981 Handbook*.

Reflecting the latest changes in tax laws and court decisions, the manual includes a revised section on home office deductions, a new ruling on university parking fees, new deductible mileage rates for business, moving, and charitable activities, and many other new tax wrinkles. It also includes forms to make future record-keeping easier and a wealth of examples illustrating common teacher tax situations.

To receive your copy send $4.25, along with your name and address, to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. Be sure to specify stock no. 1386-7-OD, and allow 16 days for regular book rate delivery. If you wish the handbook shipped first class, please so specify on your order and add an extra $1.50 for postage. ☐

New Mexico refuses 94-142 funds

Continued from page 7

tends—and a recent judicial decision upheld—that state laws and Section 504 of the federal Vocational Rehabilitation Act already require most of what is mandated under P.L. 94-142—individualized education plans, mainstreaming where possible, etc. New Mexico's school districts are struggling to comply with these laws without benefit of the P.L. 94-142 funds on which districts in all other states have come to rely.

The impact of the chronic shortage of dollars is most acute in Albuquerque, where a large percentage of the state's severely and profoundly handicapped students are concentrated. Comments NEA-Albuquerque President David Casey, "We're providing them the services we're supposed to, but we're siphoning dollars out of other areas—mainly teacher salaries—just to keep the special ed classes going, and we're still not serving all the kids we should be. There's a huge backlog of students waiting to be diagnosed. And we don't have any of the ancillary services that 94-142 provides, such as speech and physical therapy." ☐

NEA HUMAN RIGHTS REPORT

NEWS OF SPECIAL CONCERN TO NEA MINORITIES AND WOMEN

Herndon: busing must remain available as a remedy

NEA Executive Director Terry Herndon stresses the necessity of keeping student busing available as a "last resort" remedy in cases of clear educational inequities. Herndon spoke as a panel member at a recent meeting on federal civil rights efforts in education, sponsored by the National Coalition for Quality Integrated Education. At his right is Beverly Cole, education director of the NAACP.

WASHINGTON, D.C.—Addressing a recent meeting of the National Coalition for Quality Integrated Education, held at NEA Center, NEA Executive Director Terry Herndon spoke out on the need to preserve the gains that have been achieved in the past quarter century.

"The current effort to curtail desegregation of the schools is morally reprehensible," Herndon declared. "It is legally unwise. It is socially and historically unresponsive to the facts anybody can learn about conflict as opposed to cooperation in our culture. . . . We who believe in the tradition of this country . . . have a responsibility to stand up and be counted in these very difficult days because we are talking about the viability of freedom. . . .

"Certain institutional provisions in the history of this country made it . . . unique among the social institutions in the history of the world. We first of all tried to build a culture that respected the sanctity of individual rights and acknowledged that it was the responsibility of government to protect those rights . . . to assure the dignity of all the people who live in this society. Then we talked about the supremacy of judicial decision-making over legislative decision-making so that minorities in the culture and those who held the minority view could not be stripped of their rights by an act of the majority . . . and we made a commitment as a people to the universal education of all of the people. Education would be the great equalizer that would break down social caste and economic caste. . . .

"The ultimate test of a democratic culture is not simple adherence to the notion of majority rule, but whether that majority rule is responsible in addressing the needs of the minorities who live among them [and] treats minority culture, minority perspective with tolerance and respect and allows it to survive and have equity. . . .

"It is respect for the mi-

NEA officer receives UN human rights award

NEA Secretary-Treasurer Mary Hatwood Futrell was honored for her contribution to human rights during a United Nations Human Rights Day ceremony in Washington this winter. Above, Helvi Sipila, retiring UN assistant secretary general for social development and humanitarian affairs, presents the award to Futrell while NEA Vice-President Bernie Freitag looks on.

NEA cosponsors ER

WASHINGTON, D.C.—NEA, ERAmerica, the National Organization for Women, and other concerned groups have launched a national petition drive to demonstrate the depth of public commitment to ratification of the Equal Rights Amendment.

State and local NEA affiliates are now circulating the petitions, which read: "We believe that men and women should have equal rights under the Constitution of the United States. There has been progress toward equality in some states and under some laws. However, that progress may be short-lived. What we think of as 'rights' are legislated protections subject to potential repeal without a base in our Constitution. We support ratification of the ERA before June 30, 1982."

Anyone over the age of 18 may sign the petitions. The goal is to gather millions of signatures from around the country.

Comments NEA President Willard McGuire, "The time for ratification is short. Those who incorrectly say that ERA is dead must be shown that Americans want ERA—and won't settle for anything else but full equality."

While the conservative tide in last November's elections did not advance ERA's cause in the statehouses, ERA didn't lose ground, either. In Oklahoma, North Carolina, Missouri, Florida, and Georgia, nority expression that makes our democracy a very special kind of thing, and as I embrace that tradition which is America . . . I am somewhat perplexed as to whom it is we classify as liberal as opposed to conservative. [There] are people who prop themselves up as political moderates in our culture, but their behavior on this [busing] issue must classify them as dangerous and radical reactionaries . . . that behavior is incompatible with our traditions and future needs. . . .

"The purpose of law is to assure reasonable behavior even when reasonable spirit is lacking. Now it is probably true that we cannot legislate how people feel on any given day, but it is appropriate for government to assure that they behave reasonably one to another and that one group of people, be it the majority or the minority, does not oppress another group of people.

"And the real issue as the courts address this busing question, the real issue as the Congress addresses whether the courts may address this busing question, is not so much the propriety of a busing order in any given circumstance but the availability of busing as a remedy where citizens have been discriminated against, deprived of their birth right . . . society has an obligation to remediate that circumstance—and there is no reasonable opportunity but busing. . . .

"People would have you believe that the issue is whether there shall be desegregation by busing in every community in America. They're simply not telling the truth. . . .

"Go to one significant desegregation case and read all the papers that were submitted to the court and issued by the court. Look at the laborious findings of fact; look at the judge who plowed through ream after ream of research to conclude as matter of fact the children have been denied their birth right—they have been discriminated against because of the color of their skin. Look at the judge's effort to find reasonable remedies for that and the conclusion is that there is none—save for the transportation of children. Then ask yourself whether the legal framework ought to make that remedy available when there simply is none else, and one has to conclude that it must be available. . . .

"How do we tell any people to trust the system and participate in the system, if after years and years and years of effort, one achieves a judicial victory but it is set aside by majority vote of a legislative body? It is contrary to all that we stand for.

"At this critical point in our history, we who have labored on behalf of decency and equity and justice in our culture . . . cannot get discouraged because there are temporary adversities—it is the natural order of things. The fight will go on so long as people endeavor to live together and people of good will invest their energy. We must be steadfast as a moral force. . . . I exhort you to join us in that cause." ☐

etition drive

only a handful of votes stand in the way of ERA approval.

NEA, its affiliates, and a coalition of other national groups will be working in the months ahead on a broad agenda to (1) change the climate of distortion, innuendo, and misstatement of fact surrounding ERA, and move away from a defensive posture; (2) coordinate the timetable of statehouse votes with state legislative leaders and ERA supporters to take advantage of the progress in "climate changing"; (3) rally teachers to help build a strong grassroots ERA operation for effective state lobbying techniques; and (4) broaden the coalition so as to involve other groups.

Major organizations now in the coalition include the National Women's Political Caucus, the League of Women Voters, Business and Professional Women, and the American Association of University Women. As time grows short for ERA ratification, increased fund-raising and educational efforts are expected from the AFL-CIO, the United Auto Workers, the Communications Workers of America, and other large unions and employee organizations. ☐

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Not in favor

I, for one, was not in favor of the new Department of Education and am not in favor of increased federal aid to education. With this federal assistance comes federal controls, which education does not need. Every year I see more and more new programs installed into education: L.D., gifted, special reading, etc. It seems the classroom will soon be revolving around the programs. When do we (classroom teachers) have time to teach?

John McConnell
Concordia, Kansas

Red Coach lettuce boycott

I wish to express my gratitude for your article concerning unfair labor practices of the Bruce Church Co. [Nov. 1980] and for asking our membership to boycott that company's Red Coach lettuce. Your information is helpful to those of us who wish to buy union products and to use our economic power to persuade owners to provide basic needs of life for their workers.

I feel that teachers should never become isolated socially, politically, or economically from other workers as, in fact, they provide the salaries we earn. In time they will help us to the basic and just contracts we deserve.

Al Michels
Madison, Wisconsin

New baby boom needed?

As a retired teacher . . . I am intrigued by your [Jan.-Feb.] letter from the lady in San Pedro who is disgruntled, she says, by the NEA support of ERA rather than support of pro-life (anti-choice?).

Her thesis is that the solution to unemployment of teachers is to fill the schoolrooms with unwanted children. Perhaps it's those unwanted babies brought into the world who are now making teaching positions so unattractive to many of the present generation of teachers—and who are keeping our penal institutions full to overflowing.

If population explosion is the answer to teacher employment, perhaps the NEA should ally itself with the military-industrial complex and encourage our involvement in a war in order to create a new baby boom. I think the Machiavellians among us, some of whom are in high places, would approve, but for other reasons than employment for teachers.

Richard D. Rowley
Ewen, Michigan

How to change NEA

It is time that we as members of the United Teaching Profession took a hard look at the position and future of the National Education Association. Several questions need answers. Are the present directions of NEA what education really needs? Do our members support the positions of NEA? If not, are we willing to make the changes?

I firmly believe that NEA must have one single thrust, education. This thrust has two prongs, teacher welfare and classroom instruction. The extent that NEA has lost support among teachers is in direct proportion to the extent that it has left this thrust.

To put it bluntly, NEA has had a hard time keeping out of issues that are not directly related to teacher welfare or classroom instruction. This does not mean that these issues are not worthy and should not be addressed. What it does mean is the NEA is not the primary agency to address them.

There is a need in our society for social problems to be solved. Individual rights, minority issues, equality for all citizens face us with challenges. Solving any of these issues will take vast amounts of money and time. If an organization can solve any of these issues, it will be one whose primary goal is directed only toward this issue. The NEA being an educational organization cannot effectively move into broad social movements without blunting its educational thrust. It does not have the resources to solve a wide range of society's problems.

Our problem is that we take a potent, organized, central core of power and splinter it into numerous issues that we cannot solve. We do not apply this core of power exclusively to the central issues where we can be effective. NEA is spread too thin, has taken on too many side issues, and has been inadvertently associated with the political left through involvement with social reform. We cannot afford to be associated with either the right or the left. We must be nonpartisan.

What must be done? NEA is a democratic organization. It can be changed but refusing to join is not the answer. There are several steps that must be taken: (1) Locate NEA delegate candidates who believe a change of direction is needed. (2) Elect these candidates to the NEA Representative Assembly. (3) Urge other associations to do the same. (4) Introduce needed amendments to the NEA documents and programs. (5) Go to the convention and vote in the changes. (6) Select and elect NEA Board and Executive Committee candidates who agree with this philosophy.

Any worthwhile change requires dedication and work. The central question is, "Are we willing to do the work and make the changes that are needed?" The answer—and the future of NEA—lies with the membership.

John Roeder
Nashville, Tennessee

'Mechanics'

Three letters in the Jan.-Feb. issue that criticized NEA's support of ERA, lettuce boycotts, women in the military, etc., dramatically point out that many teachers don't understand that one major function of education and educators is that they must be a force for social change, that they must help improve the social order in which we live.

These letters argued that such topics as ERA are none of NEA's business and should not concern teachers. Such arguments demonstrate simplistic and ignorant thinking. Teachers who do think this way are what I call 'mechanics.' They have learned a few mechanical methods of teaching but know nothing about the relationship between education and a democratic society.

Many schools of education and teacher colleges are not properly preparing students for the role of teacher. Education majors need a heavy dose of the social and behavioral sciences such as history, government, economics, philosophy, anthropology, sociology, psychology, etc.

Teachers are in the 'people business'; therefore, they must learn about what makes people tick.

Perry Miller
Boston, Massachusetts

Baby-sitting vs. teaching

In 1976 I considered keeping children in my home as a baby sitter. At that time welfare paid $5 per day for child care expenses. Friends who kept children in their homes openly admitted that they didn't pay taxes on cash payments and easily cleared over $800 per month.

I'm sure the cost of day care has risen, but if I only made $5 per day for each of the 23 children I teach this year I would double my income and make $23,000 before taxes. That places more value on me as a baby sitter than as a teacher. . . .

The responsibility and noble purpose of education should be afforded due respect, not jeeringly rewarded with a beggar's cup at the beginning of each new budget year. Our towns devote block after block to enormous, lovely churches . . . beautiful business buildings, lavishly decorated and landscaped homes and apartments, but treat many a school like some poor relation. Many a shabby little elementary school is tucked away on a dirty street somewhere. . . . Often the teacher is the only fixture available to spark an intelligent or creative effort.

But the responsibility for waging war against mediocre education cannot be heaped entirely upon the backs of struggling teachers who lack the machinery and the backing to fight a good fight. The troops are even now deserting the field of battle . . . in more ways than one. Getting a new job is not the only way to run away.

Sandra Booth
Depew, Oklahoma

School support personnel

I was extremely pleased to see the article about support personnel [Jan.-Feb.].

I am vice-president of the Windham Southeast Staff Association here in Brattleboro. Our members are clericals, aides and custodians. I am proud to say we are currently in year one of our first (very lucrative) three-year contract. Not only do we have better benefits, salaries and job security, but we have more pride and self-confidence in ourselves, our skills and our jobs. We learned we are not *just* secretaries, not *just* aides, not *just* custodians. We had tremendous support from teachers as well as the administration. We enjoy full [Vermont Education Association] membership rights, as well as full NEA membership rights.

I urge all school support personnel to look into the advantages of joining their local education association. They have nothing to lose and everything to gain!

Kristine A. Graves
Brattleboro, Vermont

Teacher-authors

As a result of your [Jan.-Feb.] article about the books we have published by two elementary teachers in Vermont, we have received many inquiries from your readers. For anyone else interested in ordering *So What* or *Tickle My Fancy*, our full address is The Monkey Sisters, 22971 Via Cruz, Laguna Niguel, CA 92677. The books are $5.95 plus $1.50 for shipping on orders under $10 and 10 percent for shipping on larger orders. We will gladly send a catalog to anyone interested.

Ellen Sussman, president
The Monkey Sisters
Laguna Niguel, California

NEA Board of Directors roll-call votes

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in February 1975, roll-call votes of the Board must be published in the *NEA Reporter*. Four such votes were taken by the Board at its December 12-13, 1980, meeting.

Subjects of roll-call votes:

#1: To appropriate $52,000 from contingency funds for the purpose of supplementing the December 1980–September 1981 NEA/ERA budget. (123 YES, 3 NOT VOTING, 5 ABSENT)

#2: To appropriate $40,477 from contingency funds to cover the in-state allocations approved by the Committee on Internal Concerns. (124 YES, 1 NO, 1 NOT VOTING, 5 ABSENT)

#3: To direct a boycott of the Nestlé Corporation (*pursuant to a directive from the 1980 NEA Representative Assembly; in order to halt implementation of this RA directive, a ⅔ vote of the Board was required by NEA Standing Rule 6N.*) (48 YES, 75 NO, 3 NOT VOTING, 5 ABSENT)

#4: To transfer $5,000 from contingency funds to the Hilda Maehling Fellowship account. (112 YES, 11 NO, 3 NOT VOTING, 5 ABSENT)

Statements on votes:

All: Bill Scott asked that the record indicate that he missed the votes because of illness in his family.

#1: Karen Kuker-Kihl submitted the following statement regarding her non-vote: "I missed the vote because of illness."

#2: Eunice McLean-Waller submitted the following statement regarding her 'no' vote: "I voted 'no,' not against the appropriations but because of a personal problem with the cut in the in-state travel allotment for Connecticut."

#4: William Newton requested that the record indicate that he voted in the negative because he feels the amount is too small.

Roscoe Keeney submitted the following statement regarding his negative vote: "The Hilda Maehling grants were set up from voluntary contributions by friends of Ms. Maehling, with the understanding that the income from investments would be used. Use of dues money for these grants, I believe, is a violation of the spirit of the award."

Key:

'Y'—voted in favor of the issue
'N'—voted in opposition to the issue
'NV'—vote not recorded on the issue
'O'—absent from meeting
'*'—alternate director
'**'—submitted statement on vote

Here's something your NEA/Hertz Discount Card doesn't know...

The NEA discount is now 30%—a new winner!

That's right—we simply couldn't wait for a new card to tell you about the new, increased rent-a-car savings available to unified members. Now when you show your NEA/Hertz Discount Card, you're entitled to *30% off* regular time and mileage rates*—even though your card doesn't know it! Of course, you can still take advantage of Hertz's already discounted Touring Rates. Because these "pre-packaged" rent-a-car deals have the savings already built in, your Association's special discount cannot be applied.

To find out which way you'll save more, just show your NEA/Hertz Discount Card to your Hertz representative (be sure to mention the increased discount!) and describe your specific rent-a-car needs. Your representative will compare rates and find the one that's best for you.

*At participating locations

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So the next time you need to rent a car, take advantage of your Association's rent-a-car program. It's a winner, and you'll be one, too, each and every time you use your NEA/Hertz Discount Card. To reserve your car, call Hertz anytime, using the toll-free number printed on your discount card.

NOTE: If you did not receive your copy of the January 1980 ECO, or if your card was missing, write to: NEA Special Services, 1201—16th Street, N.W., Room 404E, Washington, D.C. 20036.

UNIFIED SPECIAL SERVICES
NEA...Working together

Hertz

Name	State	Roll Call Vote #			
		1	2	3	4
Dotson	Ala.	Y	Y	N	Y
Potter	Alaska	Y	Y	N	N
Beachem	Ariz.	Y	Y	Y	Y
Guy	Ariz.	Y	Y	N	N
Johnson	Ark.	Y	Y	N	Y
Curfman	Calif.	Y	Y	N	Y
Estrellas	Calif.	Y	Y	N	Y
Foglia	Calif.	Y	Y	N	N
Hodgkins	Calif.	Y	Y	N	Y
Kuiper	Calif.	Y	Y	N	Y
Logue	Calif.	Y	Y	N	Y
Shaw	Calif.	Y	Y	N	Y
Tinson	Calif.	Y	Y	N	Y
Vick	Calif.	Y	Y	Y	Y
Bradshaw	Colo.	Y	Y	N	Y
Lansford	Colo.	Y	Y	N	N
**McLean-Waller	Conn.	Y	N	Y	Y
Rossomando	Conn.	Y	Y	Y	Y
Testerman	Del.	Y	Y	N	Y
Coluzzi	D.C.	Y	Y	Y	Y
Scott	Fla.	Y	Y	Y	Y
Wilson	Fla.	Y	Y	Y	Y
**Scott	Ga.	NV	NV	NV	NV
Wright	Ga.	Y	Y	Y	Y
Elento	Hawaii	Y	Y	Y	N
Hovey	Idaho	Y	Y	Y	Y
Betterman	Ill.	Y	Y	Y	Y
Mack	Ill.	Y	Y	Y	Y
Mishler	Ill.	Y	Y	Y	Y
Hanna	Ind.	Y	Y	N	Y
Miller	Ind.	Y	Y	N	Y
Moudy	Ind.	Y	Y	N	Y
Halliburton	Iowa	Y	Y	N	Y
Mitchell	Iowa	Y	Y	N	Y
Peterson	Kans.	Y	Y	N	Y
Steele	Kans.	Y	Y	N	Y
Harvey	Ky.	Y	Y	N	Y
Nall	Ky.	Y	Y	N	Y
Coleman	La.	Y	Y	N	Y
Scott	La.	Y	Y	N	Y
Sullivan	Maine	Y	Y	Y	Y
Jones	Md.	Y	Y	Y	N
**Kuker-Kihl	Md.	NV	Y	Y	Y
Gilmore	Mass.	Y	Y	Y	Y
Johnson-Taylor	Mass.	Y	Y	Y	Y
Lopes	Mass.	Y	Y	Y	Y
Schutt	Mass.	Y	Y	Y	Y
Christian	Mich.	Y	Y	N	Y
Davenport	Mich.	Y	Y	Y	Y
Duckworth	Mich.	Y	Y	N	Y
Smith	Mich.	Y	Y	N	Y
Zook	Mich.	Y	Y	N	Y
Bauermeister	Minn.	Y	Y	N	Y
Holman	Minn.	Y	Y	Y	Y
*Newton	Minn.	Y	Y	Y	N
Bradley	Miss.	Y	Y	N	Y
Kneeling	Mo.	Y	Y	N	Y
Johnson	Mont.	Y	Y	Y	Y
Kaldahl	Nebr.	Y	Y	N	Y
Conrad	Nev.	Y	Y	N	Y
Jenis	N.H.	Y	Y	Y	Y
Blackburn	N.J.	Y	Y	Y	Y
Gibson	N.J.	Y	Y	Y	Y
Goldman	N.J.	Y	Y	Y	Y
Graham	N.J.	Y	Y	Y	Y
Parish	N.J.	Y	Y	Y	Y
Smith	N. Mex.	Y	Y	N	Y
Pisa	N.Y.	O	O	O	O
Washington	N.Y.	Y	Y	Y	Y
Cummings	N.C.	Y	Y	Y	Y
Rader	N.C.	Y	Y	N	Y
Wilson	N.C.	Y	Y	Y	Y
Gallagher	N. Dak.	Y	Y	Y	Y
Abel	Ohio	Y	Y	N	Y
Dorsey	Ohio	Y	Y	N	Y
Potts	Ohio	Y	Y	N	Y
Savage	Ohio	Y	Y	N	Y
Willcox	Ohio	Y	Y	Y	Y
Dyer	Okla.	Y	Y	N	Y
Fulton	Okla.	Y	Y	N	Y
Lawrence	Ore.	Y	Y	N	N
Wiper	Ore.	Y	Y	N	N
Mosher	OV	Y	Y	N	N
Farr	Pa.	Y	Y	NV	NV
Huntley	Pa.	Y	Y	N	Y
Mechlowitz	Pa.	O	O	O	O
Mitchell	Pa.	Y	Y	N	Y
Wyland	Pa.	Y	Y	Y	Y
dell Valle	P.R.	O	O	O	O
Mello	R.I.	Y	Y	Y	Y
Cooper	S.C.	Y	Y	N	Y
Horgen	S. Dak.	Y	Y	N	Y
Akers	Tenn.	Y	Y	N	Y
Martin	Tenn.	Y	Y	N	Y
Pike	Tenn.	Y	Y	N	Y
Brock	Texas	Y	Y	N	Y
Foster	Texas	O	O	O	O
Harrell	Texas	Y	Y	N	Y
Hilger	Texas	Y	Y	Y	Y
Hunt	Texas	Y	Y	N	Y
*Scott	Texas	Y	Y	N	Y
Stacey	Texas	Y	Y	N	Y
Chatterton	Utah	NV	NV	NV	NV
Scott	Vt.	Y	Y	Y	Y
Coffey	Va.	Y	Y	N	Y
Gant	Va.	Y	Y	N	Y
Nelson	Va.	Y	Y	N	Y
Amos	Wash.	Y	Y	Y	Y
Horne	Wash.	Y	Y	Y	Y
Wahlquist	Wash.	Y	Y	Y	Y
**Keeney	W. Va.	Y	Y	N	N
Lewandowski	Wisc.	Y	Y	Y	Y
Schleife	Wisc.	Y	Y	Y	Y
Stephenson	Wisc.	Y	Y	Y	Y
Anderson	Wyo.	Y	Y	N	Y
Benson	At Large	Y	Y	N	Y
Masters	At Large	Y	Y	N	Y
Sproul	At Large	Y	Y	N	Y
Treibley	At Large	Y	Y	N	Y
Bernat	SNEA	Y	Y	Y	Y
Duncan	SNEA	Y	Y	Y	Y
Viessman	SNEA	Y	Y	Y	Y
Bowser	Ex. Com.	O	O	O	O
Burse	Ex. Com.	Y	Y	N	Y
Fujimori	Ex. Com.	Y	Y	N	Y
Obermeyer	Ex. Com.	Y	Y	N	Y
Owens	Ex. Com.	Y	Y	N	Y
Woodard	Ex. Com.	Y	Y	N	Y
Futrell	Ex. Com.	Y	Y	N	Y
Freitag	Ex. Com.	Y	Y	N	Y
McGuire	Ex. Com.	Y	Y	N	Y

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POLICY YEAR	GUARANTEED INTEREST 4%	INCLUDING EXCESS INTEREST 12%	GUARANTEED INTEREST 4%	INCLUDING EXCESS INTEREST 12%
10	$17,589	$ 26,664	$ 28,391	$ 43,053
15	$29,534	$ 56,927	$ 47,555	$ 91,770
20	$44,066	$110,259	$ 70,872	$177,626
25	$61,746	$204,250	$ 99,240	$328,934
30	$83,257	$369,893	$133,754	$595,590

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For example, a 40 year old who deposits $125 a month ($1,500 annually) for 25 years until retirement will accumulate $204,250 at the current rates.[1] And, with the current annuity factors, this will provide a lifetime income of $1,867 a month at age 65.[2] With retirement benefits like these, financial freedom is far simpler to achieve![*]

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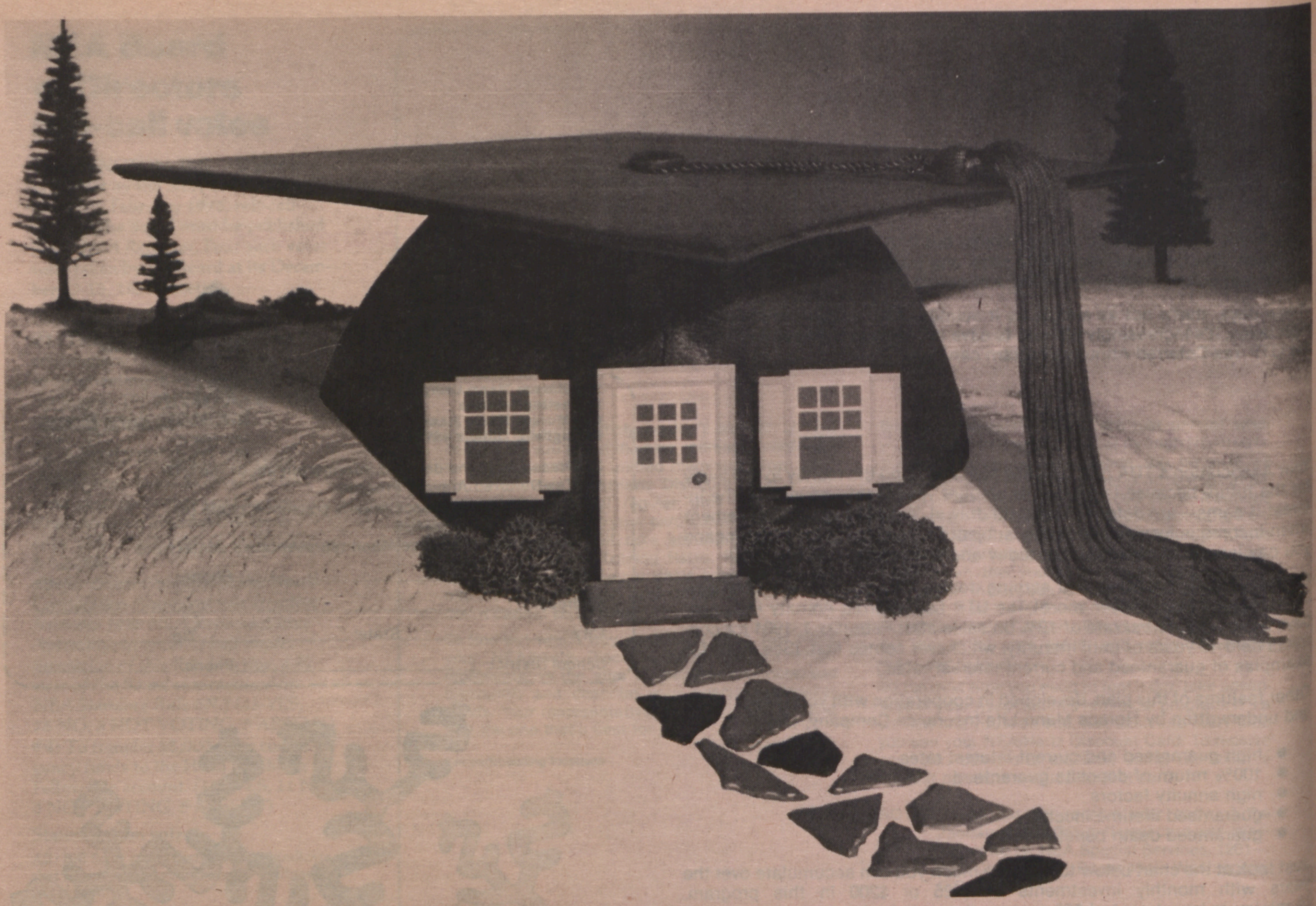
[1] The current accumulation rate includes both guaranteed and excess interest. Excess interest is not guaranteed and may change from time to time. The current accumulation rate applies only to contracts held for at least 10 years or until maturity, if sooner. A lower rate of excess interest will be credited to deposits withdrawn or contracts surrendered within 10 years of the date of issue if they have not reached maturity.

[2] The current male 10-year certain and life settlement.

[*] These cash values do not reflect any reduction for state premium taxes, which may or may not be required by your state.



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BUDGET OF THE
APPENDIX
URGENT

TO: Every NEA member
FROM: Willard McGuire,
NEA president
SUBJECT: The federal budget
and the future of our schools

The Reagan budget does not just cut. It GUTS.

Few of us are strangers to budget battles. We have to fight them almost every year, at every level of government.

But this year is different. President Reagan has raised the stakes. He has proposed a federal budget that does not just cut, but guts, the education programs we have worked a generation to build.

Ronald Reagan's budget will create chaos in America's school districts. If Congress rubberstamps this budget, there will be layoffs and larger classes. There will be desperate struggles for scarce resources that pit the handicapped against the disadvantaged, the gifted against the slow learners. The poorer the district, the more bitter the struggle will be.

The "truly needy" will truly suffer under the Reagan plan for education. But so will the middle-income parents who need federal loans to send their kids to college. So will the budget-conscious families that bank on moderate-priced school lunches.

The President's "new beginning" is really nothing more than a sad retreat. Ronald Reagan has not "cut" government spending. He has merely shifted more of the cost of education programs to already hard-pressed state and local governments.

This is the reality behind the rhetoric of the Reagan plan that each and every one of us needs to help our neighbors understand. Once our communities grasp what the cutbacks will mean for education—and other basic human services—we'll have a fighting chance to stop this most brutal of budgets.

Our task won't be easy, but we can make a difference. You'll find more details on the budget battle of 1981 inside this issue. It is a battle we must win— for ourselves, for our schools, and for our children.

YOUR TURN

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Nestlé boycott: pro and con

I just finished reading the last *NEA Reporter* and I want to thank you for including the reminder that we should boycott the Nestlé products.

Mary Margaret Sauer
Menasha, Wisconsin

Are the problems of education in our country so small that we need to look for other problems to solve? If our delegates want to boycott Nestlé, fine. They can join consumer groups and boycott the company. But they do not need to be wasting their time at the Representative Assembly discussing such actions.

Keith Knudsen
Irwin, Iowa

Early retirement incentives

Re "Avoiding Layoffs" in your January-February issue, I am shocked by your support of school boards' offering teachers incentives to retire at age 55. I see this as a not-so-subtle form of age discrimination. Layoffs, if necessary, should be effected through the traditional seniority system.

The "liberal leave policies" you describe so enthusiastically leave much to be desired. Are there really companies that will hire a teacher for one year? Also, taking a year off for "R and R" requires another source of income (probably that of a spouse). Or are we to assume that the teacher has been able to set aside enough money to "rest and relax" for one year?

. . . NEA seems to talk out of both sides of its mouth. At contract negotiating time the carrot (top of the scale earnings from 55 to 65) is dangled enticingly; later the faithful follower finds himself being led out to pasture.

Margaret Lowenburg
Brodheadsville, Pennsylvania

Teachers in legislatures

I noted with enthusiasm your [Jan.-Feb.] article on teacher-legislators.

The Teachers Association of Baltimore County (TABCO), the fourth largest local in NEA, has elected four of its members to the Maryland General Assembly. We take great pride in the time and effort we expend on political action. We believe that building understanding among the "friends of education" is an expected element of political action, but actually promoting and electing educators into the political arena guarantees a knowledgeable voice and vote on education issues.

Keep up the good work impressing on our members the need to join in the game themselves rather than just sitting in the bleachers cheering others on.

Janice A. Piccinini
Towson, Maryland

NEA positions opposed

Little can be accomplished by NEA support of social issues which its national leaders apparently know little and of which the organization can do little. Human rights in South Africa may be more extensive than NEA has ever cared to investigate. An attempt to draw a parallel between apartheid and American slavery is futile if history is earnestly studied. . . .

NEA's support of the Nestlé boycott is another example of a professional organization out of control. How can an organization concerned with education of students and teacher welfare interfere with the internal affairs of foreign countries, the rights of American companies to export and market goods, and challenge the integrity of Third World countries to choose to accept or reject such goods?

I contend that it is time for NEA to get out of federal finagling and worldwide witch doctoring and get back to its own basics of helping teachers teach and students learn.

Neal K. Bachman
Lincoln, Nebraska

. . . and applauded

It is distressing to continually read that NEA members are disgruntled and annoyed that the NEA has taken a stand on issues such as the Equal Rights Amendment, collective bargaining, energy, etc.

As a former teacher, NEA member, and delegate to the 1977, 1978, and 1979 NEA Representative Assemblies, I am still proud that the NEA speaks out to the American public and provides leadership to this country.

Carolyn Mihalko-Bakinow
New Britain, Connecticut

The Teaching Grind

by Leo D. Curran

Most of us didn't go into teaching for the wealth and power. Teaching was a profession, a "calling," a hand on the rudder to the future, a celebration of reason and the democratic life, an adventure. But we recognize that many of our tribe can't adjust to the malevolent environments in which they find themselves. So we have our "burnouts" and "flame-outs" and "bail-outs." Are these people of weak constitution? No, for the most part. After all, they were selected for the classroom after extensive preparation and evaluation. They were ready. So was the environment.

It can be an atmosphere of morbidity; it certainly is an atmosphere of stress. In some schools, violence has become part of the daily routine. Stress leads to anxiety. Over time, anxiety is pathological.

Teaching today is more than stressful. Often it is also frustrating. Today's teachers face problems different from those that yesterday's teachers faced. Kids seem more challenging, and the job more demanding and complex. Accountability is greater and expectations are higher.

The public schools are the all-night diners of our society—they take everyone and serve them. Yet teachers, who don't control their students' backgrounds, are expected to produce a quality-controlled graduate from everyone who enters the door. The schools have been charged with making up for society's failings: bad housing and worse self-images, malnutrition, and neglect. Different teaching methods can help students at all levels achieve something, but the cry today is for equality of results. This is a demand for the impossible.

The classroom presents us with two major problems. The tactical problem is how to turn short-term memory into long-term memory. The strategic problem is motivation, which is more and more a struggle simply to lead the horses to water, let alone to get them to drink.

The clinker here is that the old incentives no longer work. The hope of material rewards in the future has crashed with oil shortages, 20 percent interest rates, and the wreck of the greenback. Students in my suburban district have become used to a standard of living that it took their parents 20 years of hard work to achieve. The terror of graduation now is that a lifetime might not be enough to achieve a comparable situation. So why strive, sacrifice, study, or hope at all?

What we are asked to teach often lacks the crackle of relevancy, and we end up with a lot of people complaining, "These kids are so lazy! It's like pulling teeth to get them to do anything." Actually, lazy people probably don't exist. Students may not be motivated to do what you want them to do, but they can be observed moving heaven and earth if it's something *they* want to do. Relevancy is a great motivator.

Lacking tangible, if distant, rewards and relevancy, we can always fall back on punishment: low grades, detentions, scoldings. Kids don't scare as easily these days, though. There's always the strategy of getting the kids to like and respect you ("do it for me, guys"), but they don't "like and respect" as easily these days, either. So the satisfactions of the classroom, which used to go a long way toward making up for low wages and trying working conditions, aren't there in double handfuls anymore. In many instances teaching has become like sneaking medicine into cranky children.

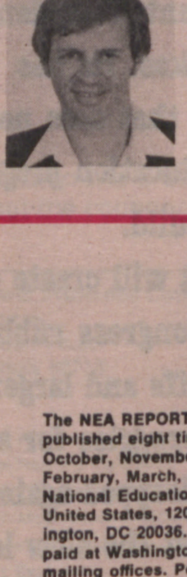
The public's attitude toward teachers went down when we asked for decent wages and showed we'd hit the bricks if we didn't get a hearing. We are aware that our image suffered once we got "uppity," but there's more to it than that. As public employees, teachers have come to be seen as part of the government and so we take the heat for what the government does. This is why tax revolts zero in on us. We're within reach.

As teachers we have little control over our daily environment. We work in big, concrete egg crates and usually teach in isolation in crypt-like rooms for 35 years or more. It's a dead-end job. How many jobs are there that you can do for 35 years and still have the same job description? When people want a change, they're given a choice—between teaching ninth or tenth grades, if an opening occurs.

The main contact between the individual teacher and the overall school management is the principal—ideally, someone who can provide leadership without becoming autocratic, rigid, and bureaucratic. What teachers often get, however, are tyrannical or patronizing administrators who treat their staffs like children. They nitpick, "pull rank," and order people about until their staffs know to the day the principal's retirement date. Often teachers are allowed no voice in determining the professional and working conditions under which they teach—managerial prerogative, you know. School rules, constraints, and requirements create frustration and Catch-22 situations, often resulting in decline in creativity, initiative, and sense of humor.

Some day, after work, ask yourself, "What did I learn in school today? What did my environment teach me?" Now read a copy of your school's philosophy, inserting "teacher" everywhere it says "student." Interesting? Can teachers impart the high values of a community if they are denied the same?

Solutions, there are many. Once teachers achieve acceptable salary levels through the process of collective bargaining, we will undoubtedly turn our primary attention to the conditions which most affect our health and morale on the job. Until then, Mr. Chips, he's gettin' real tired. ☐



Leo Curran teaches social studies at Council Rock High School in Bucks County, Pennsylvania (a Philadelphia suburb). He is vice-president of the Council Rock Education Association.

NEA
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Reagan budget ax threatens crucial school programs

WHAT CUTS IN FEDERAL AID WOULD MEAN FOR ONE DISTRICT

Too many people in the Administration and on Capitol Hill have acted as if the proposed budget cuts amount merely to balancing a few rows of figures on a piece of paper and would have little or no impact on real programs that affect the lives of real people."

NEA President Willard McGuire

HARDIN COUNTY, KY.—Whether they know it yet or not, many people here are going to see first-hand what President Reagan's budget cuts are all about. The county's diverse population—which includes large numbers of factory workers, military personnel, and farmers—will bear the brunt of massive cutbacks in federal aid and in state aid as well. Kentucky, like many other states, is experiencing its own financial crisis, and the governor has ordered major reductions in education programs.

From the federal level, the Hardin County school district stands to lose nearly half a million dollars a year as a result of the proposed cut in impact aid—money that compensates for tax-exempt federal properties in a school district. Here, the federal property is none other than Fort Knox.

School superintendent Charlie Akins objects to the elimination of the impact aid. "Thirty-seven hundred children are in our school district because of the federal activity at Fort Knox," he says, adding that the federal government has an obligation to pick up some of the cost of educating these students. By gutting the program, "in effect they're saying that the other property taxpayers in Hardin County will have to pick up that bill."

The presence of the military was less of a burden on the school system when the impact aid program began 30 years ago, Akins says. Then, few enlisted men brought families with them. Now that is no longer the case, and the school district must serve all students from military families who live off base, a population that fluctuates throughout the year.

The county will receive approximately $400,000 this year from the impact aid program. Akins says at least 60 percent of those funds go to instructional materials and teacher salaries. To make up for the loss of funds if the federal aid is scrapped, the superintendent says the system will "definitely" have to reduce the size of the teaching staff.

Programs have no 'fat' to trim

Handicapped children will also feel the weight of the budget ax if Congress passes the Reagan proposals. Special program supervisor Mary Ann Bueso resents the Administration's suggestion that all human service programs can be trimmed without really hurting their clients.

Programs for handicapped students have made great strides only recently, she says. "We haven't even gotten to the point of having fat to cut. We're just now getting to where we can say we offer the basic services."

Diane Bolton, a part-time physical therapist who works in the schools, also defends the special services program. "These kids need much more than other children," she says. "To single them out as an area to cut . . . we can't go back to the dark ages and ignore them again."

Families in this county will be deeply affected by another part of the Reagan plan—reduced federal subsidies for school lunches. The Hardin County schools now receive two such subsidies, one in cash and one in commodities—the excess foods purchased from farmers and given to lunchrooms free.

If these subsidies are ended, lunch prices here will rise dramatically. Reduced-price lunches, now 15 cents, will cost 40 cents; full-price lunches, now 70 cents, will jump to nearly $1.40 by September.

Pamela Alston, a 30-year-old divorced working mother whose 9-year-old son qualifies for the reduced-price meal, is dreading the price hikes. She would have difficulty absorbing even the 25-cent increase in the reduced price, but her biggest fear is that the income limit will be lowered and her son will be pushed out of the program. If that happens, the full-price lunch will cost her $25 a month. "If it costs me $25 a month, it might as well be $200 a month," she says. "I can't afford either."

Considering the number of families who dropped out of the reduced-price lunch program when the price recently went up just a nickel, at least 25 percent of the students will stop eating hot lunches as a result of the much greater increases now being proposed, predicts county school lunch supervisor Helen Wells. Lower and middle income parents will simply be unable to afford to pay the prices, she says, and eventually no one will be eating meals in the school cafeteria except those on the free lunch.

Wells, a former home economics teacher, says with fewer students eating a nutritious noontime meal, she expects to see a definite increase in behavior and learning problems. That's a part of the program Reagan can't understand, she adds.

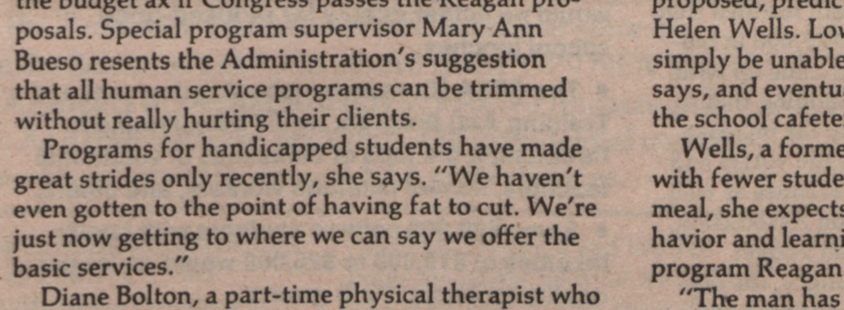
"The man has never been hungry, never seen a child go hungry. He's never had to deal with a student fainting on Monday morning because of not having eaten since Friday."

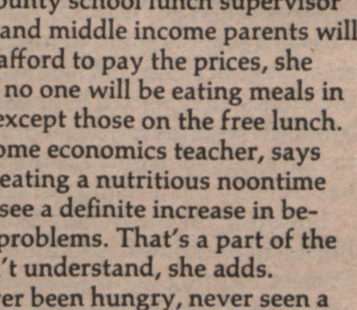
Promises mislead public

Wells also criticizes Reagan for deluding the public with his promises that the "truly needy" won't suffer under his plan. "People simply don't realize how they're going to be affected," she says. "Most people still don't know that their children's full-price lunches are subsidized by federal cash and commodities. And when they find out, it will be too damned late."

Overall, however, Wells believes Hardin County residents are better off than most. "A lot of us here have rural roots," she says. "We can make a garden out of our front yard if we have to. But so many people are going to be caught without any choices. What's going to happen to them?" ☐

(Photos at top) Targets for cutbacks in Hardin County include the national school lunch program, services to the handicapped, and Title I reading and math programs. (Right) "All we'd have to do is assess property tax on the gold stored here at Fort Knox just once—and our district would be set for life," say county school officials. "The Reagan commitment to upgrade the military ought to include adequate education for the children of military families," argues Hardin County Education Association President Alice Ann Folger. Proposed budget would slash federal impact aid, which helps pay the cost of educating military dependents who live in the county.





THE BATTLE OF THE BUDGET

Teachers and their allies fight back

WASHINGTON, D.C.—Opposition to the Reagan Administration's devastating budget cuts is heating up on a number of fronts.

On March 23 the first of three massive groups of grassroots NEA teacher lobbyists descended on Washington. By April 8 every member of Congress will have received a visit from at least one representative of his or her teacher constituents back home.

Primary goal of this NEA blitz on Capitol Hill is to persuade Congress to stop the most irresponsible of the proposed cutbacks in federal aid to education. The congressional contact teams will also be putting pressure on their senators and representatives to defeat the many bills now surfacing that would allow tax credits for private school tuition.

The *total* federal budget is not being cut, as ballyhooed by the Administration. The proposed deficit for fiscal year 1982 is actually higher than that proposed by President Carter.

"Federal spending is increasing, not decreasing," NEA President Willard McGuire pointed out in March testimony before the House Subcommittee on Elementary, Secondary, and Vocational Education. "The difference is in where the federal money is to be spent. Social programs designed to assist people struggling to survive are bearing the brunt of the cuts. If, as the Administration maintains, the new economic recovery program means sacrifice across the board, why are almost 10 percent of the total cuts coming from education-related programs, which comprise only 2 percent of the total federal budget?"

This same House subcommittee has also been taking some of its budget hearings on the road, to allow more people to testify on the impact the proposed budget would have on child nutrition, vocational education, and other federally supported programs. Among those testifying at recent regional hearings held in Kentucky were teacher leaders from eight NEA state affiliates.

Indiana State Teachers Association President Cordell Affeldt told the subcommittee, "The proposed 25 percent federal cutback translates directly into 1,041 teacher layoffs in my state."

Missouri NEA President Ron Boeth testified that Missouri schools stand to lose $50,775,000 in federal categorical aid. "Where will we come up with the money to replace it?" he asked, adding that Missouri requires any local property tax increase to win approval from two-thirds of the voters and has recently put a ceiling on state revenues as well.

Speaking for the Illinois Education Association, President Mel Smith said the Reagan budget "serves warning to the poor, the hungry, the disabled, and those hampered by educational handicaps—as well as the middle class child—that the 1980's will herald the end of help."

If the Reagan budget passes, then—

- **Most of the federal government's current "categorical" education programs—programs for more than 50 specific needs ranging from teaching the handicapped to improving school libraries to running teacher centers—would be lumped into two "block" grants, one for local school districts and one for state education agencies. The total dollars for these consolidated programs would be cut 25 percent.**
- **States and school districts would not be required to continue funding existing federally backed programs for the poor and disadvantaged.**
- **Federal support for bilingual and vocational education would be cut by 20 percent or more.**
- **Federal impact aid to most school districts with tax-exempt federal land would be ended.**
- **Federal subsidies for child nutrition programs would be slashed, and many needy students would no longer qualify for reduced-price school lunches.**
- **The CETA (Comprehensive Employment and Training Act) program would be eliminated, threatening the jobs of thousands of vocational teachers, school cafeteria workers, and others.**
- **Some 600,000 college students with family incomes of $19,000 to $25,000 would no longer qualify for basic (Pell) grants.**
- **The number of college students eligible for guaranteed student loans would be cut in half.**

Meanwhile, back in Washington, NEA Vice-President Bernie Freitag was telling a House Budget Committee task force, "No matter the rhetoric, the assertions, and the various open and hidden agendas, the fact is that the American people support public education. The public schools do not need and cannot afford reductions, or loss of funds diverted to private and parochial schools, or elimination of programs that greatly aid the poor, the handicapped, those who need bilingual education, or any of the other programs currently under the ax to be 'Stockmanized' out of existence."

Besides the 20 percent budget cuts originally proposed for fiscal 1982, the Administration is now asking for "rescission," or cancellation, of $1.2 billion in fiscal 1981 categorical funds already appropriated through forward funding for the school year beginning next September. Testifying before the Senate Subcommittee on Labor, Health and Human Resources, NEA Secretary-Treasurer Mary Hatwood Futrell said the prospect of this sudden 25 percent cutback is causing "chaos" in the nation's 16,000 school districts and triggering contract nonrenewal notices for thousands upon thousands of teachers this spring. "Such layoffs will not help the economy," she added.

Turning to Reagan's proposal to cut the number of school districts receiving federal impact aid from 3,900 to 330, Futrell termed this plan "indeed ironic," since impact aid—largely free of federal "strings" and local paperwork—is "the closest program we have to the block grant approach which the Administration espouses."

Futrell also registered a plea that teacher center funding not be axed, calling this four-year-old federal effort "one of the most unregulated, cost-efficient, and successful" education programs.

The Reagan Administration's frontal assault on public education has brought together as never before the national organizations representing teachers, principals, superintendents, school board members, and others in the public school family, whose leaders are now meeting regularly with NEA officials to exchange budget data and plan counteroffensives.

NEA has also joined forces with some 150 other groups in a "Budget Coalition" called together in February by AFL-CIO President Lane Kirkland. Coalition members—civic, church, farm, veterans, labor, environmental, and other organizations representing a broad cross-section of America—will be working to educate the public to the fact that the Reagan economic gameplan will have a disastrous impact on women, children, minorities, the elderly, the disabled, and the moderate-income, working American—all without solving the problems of high interest rates, high fuel costs, high inflation, and high unemployment which it purports to address. ☐

Speaking out against irresponsible federal budget cuts before congressional subcommittees are (top row, from left) NEA President Willard McGuire, Secretary-Treasurer Mary Hatwood Futrell, and Vice-President Bernie Freitag. At lower left, teacher leaders from five NEA affiliates offer testimony at a regional hearing on the impact of the Reagan budget on their states. From left are Walt Mika of Virginia, George Kersey of Tennessee, Mel Smith of Illinois, Cordell Affeldt of Indiana, and Ron Boeth of Missouri. The hearing was conducted by U.S. Representative Carl Perkins of Kentucky (lower right).

Senate leader speaks out on teacher concerns

Tennessee Education Association President Jean Jennings and NEA President Willard McGuire visit Sen. Howard Baker (R-Tenn.) in his Capitol Hill office to talk about the outlook for teachers' legislative priorities in the 97th Congress.

In the first of a planned series of "NEA Reporter" colloquies with key figures on the national political scene, NEA recently put a series of questions to Senate Majority Leader Howard H. Baker, Jr. (R-Tenn.). Baker, a Republican who helped lead the fight for a cabinet-level Department of Education, has had a good working relationship with the Tennessee Education Association ever since his election to the Senate in 1966. His speech to the 1979 NEA Representative Assembly in Detroit strongly supported teachers and education. As a contender for the 1980 GOP Presidential nomination, Baker was endorsed by several NEA state affiliates.

NEA: You have long been a champion of public education in your Party. As an individual Senator, you took many positions not in line with the current Republican Administration's platform and policies. Now, as a result of the respect your colleagues have for you, you find yourself in charge of your Party's efforts to enact the Administration's program.

How will you as a person deal with the pressures and possible conflicts inherent in such a situation? How are you affected by the prospect of having members of your Party's leadership look to you to be responsible for passage of some measures, such as tax credits for private elementary and secondary schools, which you have long personally opposed?

SEN. BAKER: Well, first let me thank you for your generous remarks in my behalf. There is no more central and essential element in the orderly and progressive development of our society than public education. And there is no cause I could be more proud to champion than public education.

Now, with regard to your question, I am indeed charged with the task of overseeing Senate enactment of the Reagan Administration's legislation. It is a responsibility and a privilege. And it is my goal to see that legislation enacted. Obviously, there will be goals set forth by the Administration which do not track with my previous record, such as tuition tax credits and the abolishment of the Department of Education, assuming such legislation is eventually proposed by the President.

Let us cite the Education Department matter as an example. I expect President Reagan will propose its dismantling. If and when that occurs, it is my intention to study such a proposal very, very carefully. I will consult with teachers, the President, Secretary Bell, and others. If I am thereby convinced the President is correct, I will support his legislation and encourage others to do likewise. If, however, I am not dissuaded from my present inclination in favor of a separate education department, I will relinquish, for this specific matter, my floor leadership role to a Republican colleague who supports the President's position. There is ample precedent for such an arrangement, and I am certain it would be workable in this set of circumstances.

NEA: NEA has some 400,000 Republican members. What do you say to those educators who are dissatisfied with their Party platform's current stance toward public education? How can the Republican Party keep teachers as active, involved members? And how can Republican teachers get more input into their Party's policies?

SEN. BAKER: I would say first, "Do not judge President Reagan and the Republican Senate on the basis of the Republican platform!" Historically, platforms have not proven to be a very accurate barometer of the actions of a President or the Republican or Democratic membership in the Congress, whichever the case may be. Judge the President and the Republican Senate by what we do, not by a document written some time ago during the heat and exigencies of a political campaign.

To answer the second part of your question, the Republican Party can best attract not only teachers but laborers, ethnic groups, and all Americans certainly by the active sort of recruitment and public relations campaigns which [former Republican National Committee chair] Bill Brock succeeded at so superbly the last two or three years—but more importantly, by simply performing as we pledged to do and as we are expected to do.

There could be no better recruitment tool or advertising for the Republican Party, be it to teachers or any group, than a revitalized American economy with new growth, new productivity, new jobs, lower rates of inflation, single-digit interest rates. Any political harm we might cause ourselves with a particular group on a particular program or issue will more than be offset with that same group, I believe, if we are successful in the aggregate.

To answer your third question, I would simply say to do more of what you are already doing. In a relatively short period of time, in terms of your concerted efforts in this direction, teachers have become a potent and sought-after political entity. As that activism continues, so naturally will your input be greater.

NEA: Polls show over and over again that the majority of Americans support teachers and the public schools. Yet for a very vocal segment of the public, the news media, and many politicians in both parties, public education now seems to be the whipping boy. Why do you think this is happening?

SEN. BAKER: I am not really certain, but I agree with your characterization. I suppose there are several elements to it. Some people, particularly in certain portions of the country, probably resent teacher activism politically and in a labor-management sense, much as they resent this very same kind of activity by police officers or hospital workers. Many view teaching as a vocation of service, which it certainly is of course, but one which ought to rise above partisan and labor-related considerations. That may be more idealistic than realistic, but I imagine some hold to that view.

In addition, and I would hope you would concur, there does seem to be a diminishing level of accomplishment. There are any number of valid explanations, but people see more and more that 12th graders read on, say, a 9th grade level, or can't perform simple mathematical problems, and they hold the teachers responsible.

Finally, and this would relate to what I just mentioned, I think a portion of this "whipping boy" syndrome stems from a deterioration of the family structure. Teachers are being given custody of children not merely to educate them, but to babysit them, to instill moral standards in them, and to generally perform a parent's duties. And when they do not do this pre-

See SEN. BAKER, page 16

Educating the newest Americans

Once again this country has opened its arms to embrace people from all over the world who are seeking the haven called America. Not since the 1890's and early 1900's have we absorbed such huge waves of immigrants.

They are labeled refugees, boat people, entrants, illegal aliens; they come from Vietnam, Cambodia, Laos, Cuba, Haiti, Mexico, and elsewhere. They now number more than 300,000.

For the families with children, the public schools have become a focal point, a link with their new culture. With little warning and no special training, classroom teachers around the nation find themselves teaching refugee students—many of whom arrive traumatized by war, poverty, and malnutrition.

These two pages tell the story of how NEA members in three settings—Miami, Florida; Des Moines, Iowa; and Appleton, Wisconsin—are meeting this new educational challenge.

Florida

MIAMI—The first weeks of the school year were a nightmare for many teachers here and in neighboring communities. Adding to the confusion that reigns at the start of every fall term, there was a new problem: some 13,000 Cuban and Haitian children who had entered the U.S. during the summer had to be assimilated into the Dade County school system.

Many teachers learned only the day before school began that they had been assigned to whole classes of these "entrant" students. "I was in a state of shock," recalls third grade teacher Ellen Vitale, a member of the Dade Teachers Association, the Florida Teaching Profession (FTP-NEA) affiliate which is seeking to become teachers' bargaining representative here. Vitale, who teaches at the Mae Walters Elementary School in Hialeah, was one of those surprised at her assignment to an entrant class.

"What was I going to do with 30 children who did not understand a word I said?" she recalls asking herself.

To make matters worse, books and materials had not arrived. Vitale spent hours outside of class preparing her own instructional aids. The many colorful charts now lining the walls of her classroom are testimony to her resourcefulness.

The goal of the entrant program is for students to learn English as quickly as possible—without getting too far behind in basic instructional areas such as math, social studies, and science. The refugee students were supposed to receive instruction in Spanish in these subject areas, but the number of bilingual teachers is inadequate to meet the need.

In schools where the number of entrants could not justify additional staff, principals shuffled teachers to deal with the situation however they could. In most schools the bilingual approach went by the wayside and total immersion in English became the only choice.

Ellen Vitale still sounds surprised as she describes the success she has had with her entrant class. "This will be one of the most rewarding years I have taught," she says. "In a regular classroom you see children make progress, but they come in with so much that it's hard to tell how much you've done. With these kids, the more English they know, the more you know you've accomplished."

A side benefit has been the chance to learn some Spanish. "I made a deal with my students," Vitale explains. "I told them I'd learn Spanish if they learned English, so whenever I teach them a word in English, they teach it to me in Spanish."

Although Vitale's teaching experience has turned out well for her, for other teachers the nightmare continues. DTA member Debra Feldman teaches an entrant class at Miami's Southwest Senior High School. She says the situation is different for high school teachers like herself who are unaccustomed to teaching very basic concepts.

All of the Cuban and Haitian students at Southwest have been classified as tenth graders, and the group has been divided into five classes of 25 to 30 students each. The teacher assigned to each entrant class must teach English, social studies, and science; two other teachers handle math and physical education requirements.

While claiming the immediate goal is acquisition of English skills, the school district is also placing great weight on fulfilling graduation requirements. And the language barrier (Feldman is one of the few entrant teachers who speaks Spanish) only compounds the difficulty of presenting traditional course material.

The books being used by the entrant students don't match their needs, Feldman says. In social studies, for example, rather than learning specific facts about American history, she thinks students should be learning what it means to be a citizen and how people can participate in local government.

Gus Loret-de-Mola, a biology teacher at Miami Jackson High School and a member of the DTA Board of Directors, says differences between the Cuban and U.S. educational systems make the transition very difficult for his entrant students. Teachers in Cuba, who were often only a few months older than their students, were evaluated on the achievements of their pupils, he explains. The best way to make the teacher look good was for everyone to get high grades, so students all shared their school work with one another.

"What we consider to be cheating they consider to be helping," Loret-de-Mola says. As a result of this habit, he finds little push toward independent thinking among his students.

The different value systems also manifest themselves in classroom behavior. Feldman says the entrants seem to equate authority with physical force. Finding themselves for the first time in schools not watched over by military personnel, students feel free to do whatever they wish. In Feldman's class that may mean outbursts of singing, throwing of chalk, and other sudden disruptions.

Feldman says the entire county school system is under a tremendous strain, and she sees the administrators as caught in a real bind—largely because the refugee education assistance promised by the federal government last October has yet to materialize. FTP-NEA reports that Florida Governor Bob Graham has personally lobbied Congress, the White House, and various federal agencies for funds to help Dade, Broward, Palm Beach, and other counties develop special programs to meet the Cuban and Haitian students' real needs.

In the absence of federal aid, the state has assumed much of the responsibility for educating these students by providing extra funds to school systems with large numbers of entrants. This has been a substantial drain on the state budget—and yet state officials readily admit it is still not enough.

Now that the entrants have learned some English and become more familiar with American ways, the county plans to mainstream them into regular classes next fall. Since the influx of refugees has all but stopped (the last boat from Cuba landed here in September), teachers and school officials are hoping the most difficult days are behind them. ☐

Iowa

DES MOINES—The Des Moines Education Association (DMEA) has become a strong advocate for the newest members of the educational community here—some 1,100 Indo-Chinese refugee students.

Although the governor welcomed these Laotian, Vietnamese, and ethnic Chinese immigrants and encouraged them to settle in Iowa just a few years ago, the legislature seems to be turning its back on that commitment. Despite a strong lobbying effort by DMEA and the Iowa State Education Association, it appears the state's education budget for the next fiscal year will be pared by $40 million—and special programs such as those for the Indo-Chinese students are likely to be cut.

"You don't invite them here and then cut them off at the pass," argues Frank Fair, chair of DMEA's Human Relations Committee. He feels the special programs should be funded until the students are fully acculturated.

Even if DMEA loses the budget battle with the legislature, it will continue its advocacy role for the immigrants. Members have drawn up a list of ideas for ways to help both the refugee students and themselves. The proposals range from setting up additional training for teachers to encouraging more parental involvement to sharing Indo-Chinese cultural traditions with the community.

Many of the suggestions cost little or nothing. By focusing on positive things that can be done, Frank Fair says DMEA hopes to win the support of the administration.

As with any immigrant group, learning a new language is the first hurdle. Because of the difficulty of locating teachers who can speak any of the six primary languages represented by the Asian students, the Des Moines school system is using the English as a Second Language (ESL) approach. Students first learn basic survival vocabulary, later phrases and sentences.

While in the program, students spend several class periods each day in intensive English instruction, with the rest of their time in classes that do not require English fluency, such as art, math, and physical education. When their grasp of English is sufficient, they are mainstreamed into other subject matter classes.

Students' levels of achievement vary widely, says Wayne Bauman, a math teacher at Harding Junior High. The earliest refugees to Iowa were from wealthy, educated families, he says, and adapted more readily to school than the recent "boat people" have. Bauman's students now tend to come from poorer families. Many have never attended school before arriving in this country.

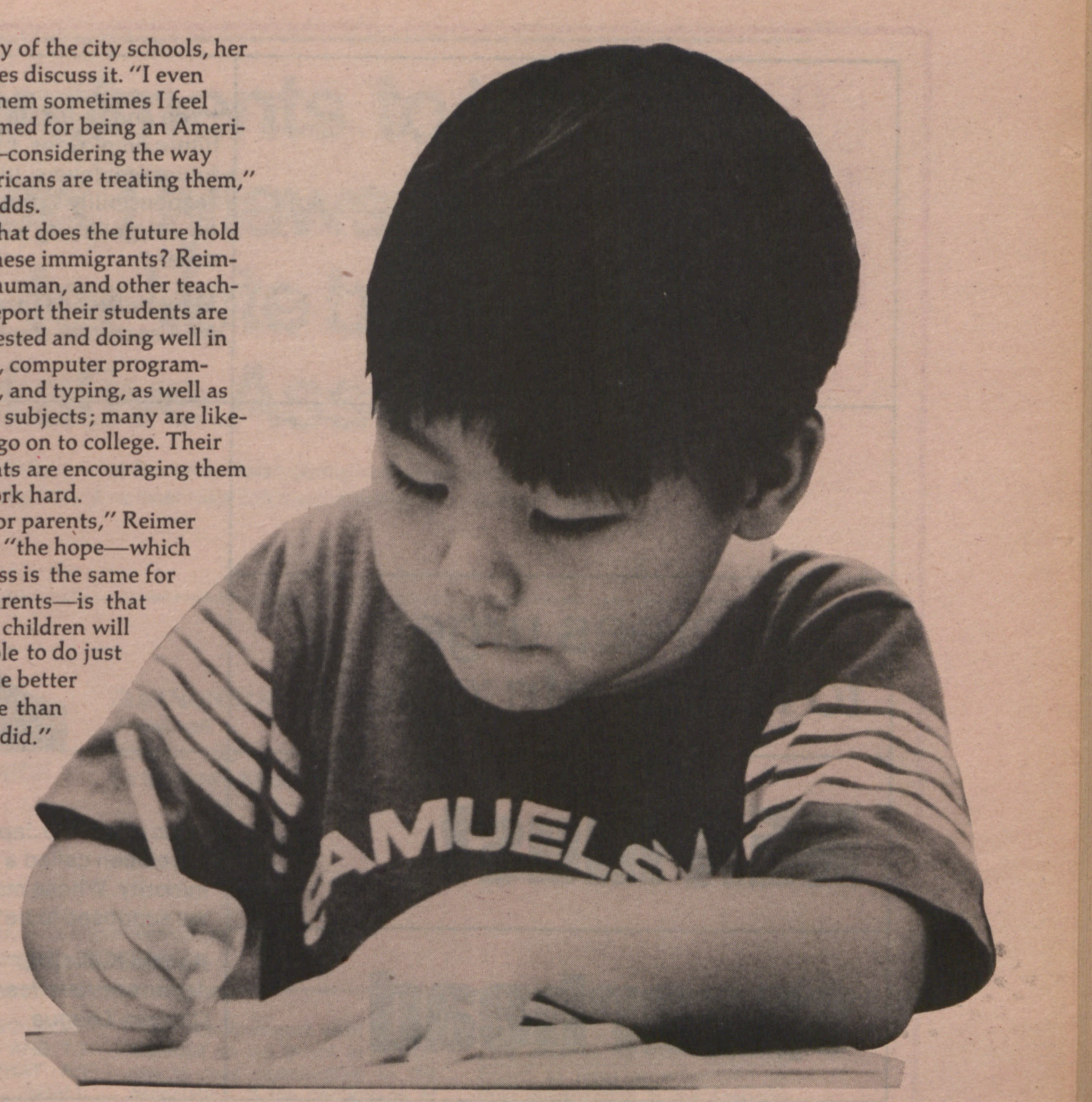
DMEA member Roxanne Reimer is a North High School teacher who also works with Indo-Chinese adults at night in a community college program. Since this is her third year teaching English to the immigrants, Reimer is fairly comfortable with her assignment. Over the past semesters she has learned the value of visual aids, the importance of speaking slowly and distinctly, and the necessity of using a consistent vocabulary.

And she's learned that just because students nod their heads when she is talking to them doesn't mean they understand her. "They know they're supposed to understand the teacher," she says. "They're nodding their heads because they don't want to be embarrassed."

Reimer understands the importance of establishing real relationships with her immigrant students. For her that may mean talking about the problems they have being accepted by their peers. When racial incidents—such as gang fights or vandalism—erupt at any of the city schools, her classes discuss it. "I even tell them sometimes I feel ashamed for being an American—considering the way Americans are treating them," she adds.

What does the future hold for these immigrants? Reimer, Bauman, and other teachers report their students are interested and doing well in math, computer programming, and typing, as well as other subjects; many are likely to go on to college. Their parents are encouraging them to work hard.

"For parents," Reimer says, "the hope—which I guess is the same for all parents—is that their children will be able to do just a little better in life than they did." ☐



Wisconsin

APPLETON—More than 75 percent of the teachers in this small Wisconsin city who deal with Indo-Chinese refugee students feel frustrated in trying to meet their needs.

That's one of the findings of a poll taken recently by the Appleton Education Association (AEA), the Wisconsin Education Association Council/NEA affiliate here. According to AEA President Katie Schultz, the poll was used to analyze the needs of the refugee students and to pinpoint teacher concerns.

Appleton, like communities in California, Texas, Pennsylvania, Colorado, Louisiana, Virginia, and many other states, is straining to meet the needs of a wave of new arrivals from Southeast Asia. There are now about 200 refugee children in this 10,000-pupil school district.

The association survey showed that most teachers felt unprepared to cope with the refugees. A few had attended an English as a Second Language (ESL) summer school workshop; for others the only training came in the form of a booklet sent to their school on Southeast Asian culture and history.

The poll also revealed that 87 percent of the teachers were not given any special materials to use with the immigrant students (55 percent made or purchased materials on their own). Some 88 percent believe refugee children require significantly more time and attention in class than other students (and most think they are being unfair to those others).

The survey also uncovered teacher concerns about the social adjustment problems the immigrant youngsters are having, as well as the difficulty of determining their true abilities, measuring their progress, and communicating with their parents.

Secondary school teachers said students should get some help in adjusting to American customs and language before being assigned to regular classes. As it is now, the refugees are placed in regular classes as soon as they arrive here; they get only one hour of English instruction daily.

The association plans to share the survey results with school administrators, to make them aware of the problems teachers are still having. Schultz says the findings will also be used to try to negotiate maximum class size provisions and other contract items to improve the teachers' lot.

AEA has already made some gains for those teaching the refugee students: ESL teachers are now part of the bargaining unit (they were hired on an hourly basis), and all teachers are paid for professional time beyond 4 p.m. The difficulty of scheduling parent-teacher conferences with an interpreter had caused many teachers to attend sessions lasting well beyond the end of the work day. ☐

NEA lists sources of help

WASHINGTON, D.C.—NEA has put together an annotated bibliography of more than 100 books and articles related to the teaching of refugee children. This 38-page guide describes publications on teaching English as a second language, as well as materials on the cultural backgrounds of refugees from Cambodia, Vietnam, Laos, Cuba, and Haiti. It includes a list of governmental and private agencies that can provide information and other services. NEA members may obtain single copies of the booklet free from NEA Instruction and Professional Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. ☐

NEA HUMAN RIGHTS REPORT

NEWS OF SPECIAL
CONCERN TO
NEA MINORITIES
AND WOMEN

"You and I educate not only future employees, but also future employers. It's our responsibility to teach them how to get along with each other."

Mary Hatwood Futrell,
NEA secretary-treasurer

"We may have changed the [racist] act or we may have changed the behavior, but the question is whether we have changed the attitude. Today . . . it looks like we're back at point zero."

John Stanley Alexander,
National Conference of Black Mayors

Conferees urged to renew struggle

NEA must spearhead the fight for social justice

"Too often, the Japanese have been called a model minority. Whose model are we supposed to be?"

Ronald K. Ikejiri,
Japanese American Citizens League

"I'm for individual merit, but American society has not operated on individual merit. Blacks, Hispanics, and women were denied jobs and education not because of individual qualifications but because of their status as members of a minority group."

Herbert Hill, *professor of industrial relations and Afro-American studies, University of Wisconsin*

WASHINGTON, D.C.—"NEA must help develop a new coalition which will recognize the key role of nonwhite minorities in American life," teachers attending NEA's 19th Annual Conference on Human and Civil Rights in Education were told.

"Rekindle the passion for justice and help get America back to an organized, goal-directed, disciplined struggle for justice!" urged keynote speaker Herbert Hill. A former labor director of the National Association for the Advancement of Colored People, Hill teaches industrial relations and Afro-American studies at the University of Wisconsin at Madison.

Over 300 educators of all races attended the Feb. 27-March 1 conference here, which revolved around the theme, "Discrimination in Employment." The civil rights struggle must continue, for the battles have not yet been won, one speaker after another emphasized.

"The persistence of discrimination on the basis of race, sex, and national origin has not been eliminated," said Hill. Recalling August 1963 when the Rev. Martin Luther King, Jr., gave his "I have a dream" oration in Washington, Hill said he thought a new America was born that day, "where every child could get a decent education, and every mother and father could get a decent job."

"Something terrible has been happening these past two decades," Hill noted. "In retrospect, the march on Washington was not the beginning we thought it was, but the high point of American life when blacks and whites joined briefly together."

Now the Reagan Administration is institutionalizing the nation's general retreat from the notion of racial justice, Hill asserted. If the people who care fail to raise a loud public outcry against the Reagan Administration's "retreats on civil rights, jobs, and affirmative action, then those rights will be that much more difficult to retrieve in future generations," he warned.

NEA Secretary-Treasurer Mary Hatwood Futrell told teachers, "I'm willing to gamble that most of you have been discriminated against more times than you can recall. Did you get mad, go home and sulk, or was the discrimination so subtle that you didn't even recognize it?"

Teachers cannot afford to become "lapsed defenders," she said. "If we don't stand against evil, who will? If we don't stand up for the young teachers, who will? If we don't stand up for the children's right to become doctors, lawyers, and leaders of business, who will?

"You and I educate not only future employees, but also future employers. It's our responsibility to teach them how to get along with each other, not to judge each other on the basis of sex, color, or texture of hair," Futrell said.

Appearing on a panel discussing "National Policy and Employment in the 80's" were Crystal Kuykendall, executive director of the National Alliance of Black School Educators; Jacob Clayman, president of the National Council of Senior Citizens, Inc.; James Farmer, executive director of the Coalition of American Public Employees; and Nancy Reder, employment specialist with the League of Women Voters Education Fund.

They analyzed, in turn, the impact of education budget cuts on teacher employment, the human and financial costs of high joblessness, the problems caused by industries fleeing unionized cities for the unorganized "sunbelt," and the continuing inequities that confront working women.

NEA Vice-President Bernie Freitag spoke of the Unified Legal Services Program, through which NEA and its state affiliates finance teachers' employment-related legal battles. Freitag told the conferees, "We are determined to pursue to a final and successful conclusion these sex and race discrimination cases. Many of them have been in the courts longer than is tolerable, but we will not permit legal delay or deft maneuvering to deter us from our goal of having them adjudicated with fairness and equity."

Meeting in small group sessions, conference participants delved into such topics as displacement of minority educa-

Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules for Vote by the 1981 NEA Representative Assembly

This issue of *Proposed Amendments to the Constitution, Bylaws, and Standing Rules* contains the amendments submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the Annual Meeting.

(Deletions are in brackets; additions are underscored.)

NEA Committee on Constitution, Bylaws, and Rules

CONSTANCE N. BEACHEM
Arizona, *Chairperson*

DAVID J. McMAHON
Michigan

HORACE M. MAYO
Minnesota

GEORGE O. SOUTHWICK
Massachusetts

DILLON L. STONE
New Mexico

ELEANOR COLEMAN
Arkansas
Liaison, NEA Committee
on Minority Affairs

Further information may be obtained from Irma L. Kramer, Executive Assistant, NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

AMENDMENTS 1 TO 5 REQUIRE A TWO-THIRDS (2/3) VOTE FOR ADOPTION.

AMENDMENT 1

(Requires a 2/3 vote)

Title: TO DENY NEA MEMBERSHIP TO EDUCATIONAL SUPPORT PERSONNEL.

Article II. Membership
Section 1. Classes of Membership.

Membership in the Association shall comprise a class[es] of Active [and Educational Support] members and such other classes as may be provided in the Bylaws.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active [and Educational Support] Association members within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active [and Educational Support] Association members or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active [and Educational Support] Association members or major fraction thereof.

c. No change

d. No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Catherine Day, Michigan

AMENDMENT 2

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS AND TO ADD A PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN THREE (3) TERMS IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers
Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [two (2)] three (3) terms in the office to which elected.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Cordell Affeldt, Indiana

AMENDMENT 3

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT ADMINISTRATORS SHALL BE REPRESENTED ON THE NEA BOARD OF DIRECTORS IN PROPORTION TO THEIR MEMBERSHIP IN THE ASSOCIATION.

Article V. Board of Directors
Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

[d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: James J. Johnstone, Michigan

AMENDMENT 4

(Requires a 2/3 vote)

Title: TO ADD PROVISIONS THAT (a) EDUCATIONAL SUPPORT MEMBERS SHALL BE REPRESENTED ON THE NEA BOARD OF DIRECTORS IN PROPORTION TO THEIR MEMBERSHIP IN THE ASSOCIATION AND (b) IF THE PERCENTAGE OF EDUCATIONAL SUPPORT MEMBERS ELECTED TO THE BOARD FAILS TO ACHIEVE SUCH PROPORTIONAL REPRESENTATION, CANDIDATES FOR THE POSITION(S) SHALL BE NOMINATED BY EDUCATIONAL SUPPORT DELEGATES AND ELECTED AT LARGE BY THE REPRESENTATIVE ASSEMBLY.

Article V. Board of Directors
Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

g. Educational Support members shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of Educational Support members elected to the Board of Directors fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are Educational Support members.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Christian, Michigan

AMENDMENT 5

(Requires a 2/3 vote)

Title: TO ADD PROVISIONS THAT THE INTENTS OF PROPOSED AMENDMENTS TO THE CONSTITUTION AND BYLAWS BE PRINTED ALONG WITH THE TEXTS IN AN OFFICIAL NEA PUBLICATION SENT TO ALL MEMBERS.

Article IX. Amendment of Constitution and Bylaws
Section 2. Amendment of the Constitution.

b. The text and intent of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Section 3. Amendment of the Bylaws.

b. The text and intent of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Priscilla Woolley, Georgia

AMENDMENTS 6 TO 16 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT 6

(Requires a majority vote)

Title: TO ESTABLISH A CLASS OF RESERVE MEMBERSHIP OPEN TO ANY MEMBER WHO IS ON A LIMITED LEAVE OF ABSENCE FROM A POSITION AS AN EMPLOYEE OF A SCHOOL OR EDUCATION INSTITUTION AND TO SET THE DUES OF RESERVE MEMBERS AT ONE-HALF (½) THE DUES OF ACTIVE MEMBERS.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [six (6)] seven (7) classes of membership in the Association: Active, Staff, Educational Support, Student, Retired, Reserve, and Associate.

Subsections b through f: No change

g. Reserve membership shall be open to any member who is on limited leave of absence from a position as employee of a school or institution of education.

(Reletter g as h)

2-7. Membership Dues.

Subsections a through h: No change

i. Dues of Reserve members shall be one-half (½) the dues of Active members.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Joseph Heefner, Pennsylvania

AMENDMENT 6A

(Requires a majority vote)

Title: TO ESTABLISH A CLASS OF RESERVE MEMBERSHIP OPEN TO ANY MEMBER WHO IS INELIGIBLE FOR ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP BECAUSE HE OR SHE IS ON A LIMITED LEAVE OF ABSENCE FROM THE EMPLOYMENT THAT QUALIFIED HIM OR HER FOR SUCH MEMBERSHIP; TO SET THE DUES OF RESERVE MEMBERS AT ONE-HALF (½) THE DUES OF ACTIVE OR EDUCATIONAL SUPPORT MEMBERS AS APPROPRIATE; TO DELETE THE PROVISIONS THAT ACTIVE AND EDUCATIONAL SUPPORT MEMBERSHIP SHALL BE OPEN TO ANY PERSON WHO IS ON A LIMITED LEAVE OF ABSENCE FROM PROFESSIONAL EDUCATIONAL WORK; AND TO ADD PROVISIONS THAT ACTIVE AND EDUCATIONAL SUPPORT MEMBERSHIP SHALL BE OPEN TO AN EXECUTIVE OFFICER OF A STATE OR LOCAL AFFILIATE.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [six (6)] seven (7) classes of membership in the Association: Active, Staff, Educational Support, Student, Retired, Reserve, and Associate.

b. Active membership shall be open to any person (i) who is engaged in [or who is on a limited leave of absence from] professional educational work or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Active members shall hold or shall be eligible to hold. . . .

c. No change

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person [who is on a limited leave of absence from such employment or] who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons who support. . . .

Subsections e through g: No change

h. Reserve membership shall be open to any person who is ineligible for Active or Educational Support membership solely because he or she is on a limited leave of absence from the employment that qualifies him or her for such membership.

(Reletter h as i)

2-7. Membership Dues.

Subsections a through c: No change

d. Dues of Reserve members shall be one-half (½) the dues of Active or Educational Support members as appropriate.

(Reletter d through h as e through i.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from two or more states)

Contact Person: Joseph Heefner, Pennsylvania

AMENDMENT 7

(Requires a majority vote)

Title: TO DENY ACTIVE MEMBERSHIP OR EDUCATIONAL SUPPORT MEMBERSHIP TO ANY PERSON SERVING IN AN ADMINISTRATIVE CAPACITY.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association, but not in an administrative capacity. Active members shall hold or shall be eligible to hold. . . .

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person who is on a limited leave of absence from such employment or who is serving as an executive officer of the Association, but not in an administrative capacity. Educational support membership is limited to persons. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: James J. Johnstone, Michigan

AMENDMENT 7A

(Requires a majority vote)

Title: TO DENY STUDENT MEMBERSHIP TO ANY PERSON WHO HAS EVER BEEN ELIGIBLE FOR NEA ACTIVE MEMBERSHIP AND TO PROVIDE THAT ANY STUDENT WHO IS ENROLLED IN A PROGRAM OF STUDY FOR A CAREER IN EDUCATION OR WHO IS SERVING AS AN EXECUTIVE OFFICER OF STUDENT NEA OR ONE OF ITS AFFILIATES SHALL BE ELIGIBLE FOR STUDENT MEMBERSHIP.

Bylaw 2. Membership

2-1. Classes.

e. Student membership shall be open to any student enrolled in or preparing for [a teacher-education program in an accredited college or university] a program of study in an institution of higher learning that qualifies the student for a career in education or on authorized leave of absence from such institution to serve as an executive officer of Student NEA or any of its affiliates, except that any person who is or has ever been eligible for Active membership shall not be eligible for Student membership. Student members shall be eligible to be voting delegates at the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Sherry Duncan, Student NEA

AMENDMENT 8

(Requires a majority vote)

Title: TO ELIMINATE THE CATEGORY OF ASSOCIATE MEMBERSHIP.

Bylaw 2. Membership

2-1. Classes.

[g. Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other class of membership in the Association.]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Jane R. Stern, Maryland

AMENDMENT 9

(Requires a majority vote)

Title: TO PROVIDE THAT MEMBERSHIP SHALL BE CONTINUOUS UNLESS TERMINATED FOR SUFFICIENT CAUSE AND TO PROVIDE THAT THE REVIEW BOARD SHALL DECIDE ON A CASE-BY-CASE BASIS WHETHER THERE IS SUFFICIENT CAUSE FOR TERMINATION.

Bylaws 2. Membership

2-3. Rights and Limitations.

b. Membership shall be continuous unless terminated for sufficient cause, including but not limited to the unjust use of administrative authority to break a strike, to lock out, to reduce in force, to fire, or to harass an NEA member. Sufficient cause, including "unjust use," shall be decided by the Review Board on a case-by-case basis.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robert Moir, New Jersey

AMENDMENT 10

(Requires a majority vote)

Title: TO PROVIDE THAT THE RATIO DUES FORMULA USED IN DETERMINING NEA ACTIVE MEMBERSHIP DUES SHALL BE BASED ON THE AVERAGE ANNUAL PUBLIC SCHOOL CLASSROOM TEACHER SALARY IN THE STATE IN WHICH THE MEMBER JOINS RATHER THAN THE NATIONAL AVERAGE ANNUAL PUBLIC SCHOOL CLASSROOM TEACHER SALARY.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be .00225 times the [national] average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) in the state in which the member joins plus .00055 of the [national] average salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) in the state in which the member joins to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Peter Toggerson, North Carolina

AMENDMENT 10AA

(Requires a majority vote)

Title: TO PROVIDE THAT IN THE FIRST AND/OR LAST YEAR OF NEA MEMBERSHIP, AN EDUCATIONAL SUPPORT MEMBER NOT EMPLOYED ON A ONE (1) YEAR CONTRACT WHO PRESENTS SATISFACTORY EVIDENCE OF THE COMMENCEMENT AND/OR TERMINATION OF EMPLOYMENT IN THAT YEAR SHALL PAY DUES EQUAL TO THE PRODUCT OF THE MULTIPLICATION OF ONE-TWELFTH (1/12) THE DUES OF EDUCATIONAL SUPPORT MEMBERS TIMES THE NUMBER OF MONTHS OF EMPLOYMENT IN THAT YEAR (WITH FRACTIONS THEREOF COUNTING AS A MONTH).

Bylaw 2. Membership

2-7. Membership Dues.

Subsections a through e: No change

f. The dues for Educational Support members not employed on one (1) year contracts who present satisfactory evidence of the commencement and/or termination of employment during the first and/or last fiscal year of their membership shall be the product of the multiplication of one-twelfth (1/12) the dues of Educational Support members times the number of months (with fractions thereof counting as a month) of employment in that year.

(Reletter f through h as g through i)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from 2 or more states)

Contact Person: Frank Olbris, Massachusetts

AMENDMENT 10A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT, WHERE A LOCAL OR STATE AFFILIATE CAN DEMONSTRATE FINANCIAL PROBLEMS RELATING TO DELINQUENCY IN ITS DUES TRANSMITTAL SCHEDULE, THE NEA EXECUTIVE COMMITTEE SHALL HAVE THE DISCRETIONARY POWER TO ADJUST THE PENALTY DOWNWARD TO A MINIMUM OF ONE (1) PERCENT PER MONTH ON THE OVERDUE BALANCE.

Bylaws 2. Membership

2-9. Dues Transmittal and Enforcement Procedures.

b. A local shall transmit to a state affiliate and a state affiliate shall transmit to the Association at least forty (40) percent of the Association dues receivable for the year by March 15 and at least seventy (70) percent of the Association dues receivable for the year by June 1; the percentage shall be based upon the last membership count prior to January 15, and upon a membership year beginning September 1, unless the contracted transmittal schedule stipulates otherwise.

(1) A local or state affiliate which becomes delinquent in its contracted transmittal schedule by more than thirty (30) days shall be assessed a penalty of two (2) percent per month on the overdue balance. In instances where a local or state affiliate can dem-

onstrate financial problems which relate to the delinquency, the NEA Executive Committee shall have the discretionary power to adjust the penalty downward to a minimum of one (1) percent per month on the overdue balance.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Alan Arthurs, Ohio

AMENDMENT 10B

(Requires a majority vote)

Title: TO ADD A PROVISION THAT THE NEA EXECUTIVE COMMITTEE MAY WAIVE THE PENALTY OF DENIAL OF PARTICIPATORY RIGHTS IN THE NEA REPRESENTATIVE ASSEMBLY IMPOSED ON A LOCAL OR STATE AFFILIATE IF THE AFFILIATE ENTERS INTO A WRITTEN CONTRACT WITH THE EXECUTIVE COMMITTEE COVERING TRANSMITTAL OF DELINQUENT DUES AND COMPLIES WITH THAT CONTRACT.

Bylaw 2. Membership
2.9. Dues Transmittal and Enforcement Procedures.

b. A local shall transmit to a state affiliate and a state affiliate shall transmit to the Association at least forty (40) percent of the Association dues receivable for the year by March 15 and at least seventy (70) percent of the Association dues receivable for the year by June 1; the percentage shall be based upon the last membership count prior to January 15, and upon a membership year beginning September 1, unless the contracted transmittal schedule stipulates otherwise.

(1) A local or state affiliate which becomes delinquent in its contracted transmittal schedule by more than thirty (30) days shall be assessed a penalty of two (2) percent per month on the overdue balance.

(2) Except as otherwise provided in 2-9.b.(3) or (4), the delegates representing a state affiliate that has not transmitted at least forty (40) percent of the dues receivable for the year by March 15 and seventy (70) percent of the dues receivable for the year by June 1 shall have no right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers and (ii) vote on increases in Association membership dues.

(3) Except as otherwise provided in 2-9.b.(4), if a state affiliate informs the NEA in writing that a local affiliate has failed to transmit the Association dues in accordance with the dates set forth in 2-9.b. and such information is verified by the Executive Director, the delegates of that local shall have no right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers and (ii) vote on increases in Association membership dues. In this event, the delegates of the state affiliate shall have full right to participate in the NEA Representative Assembly at the Annual Meeting.

(4) The denial of participatory rights called for in 2-9.b.(2) or (3) may be waived by the NEA Executive Committee if the state or local affiliate in question enters into a written contract with the NEA Executive Committee in which it agrees to transmit the delinquent dues on terms that are acceptable to the NEA Executive Committee, provided that the NEA Executive Committee shall not enter into such a contract with a local affiliate until after it has consulted with the relevant state affiliate. The NEA Executive Committee may terminate any waiver granted pursuant to this section if the affiliate fails to comply with the aforesaid contract.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact Person: Reginald M. Washington, New York

AMENDMENT 11

(Requires a majority vote)

Title: TO ADD A PROVISION THAT THE PRESIDENT OF A LOCAL OR STATE AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF HIS OR HER EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position, provided that the actual educational position of a president of a local or state affiliate who is elected as a delegate shall not be relevant for purposes of delegate representation. Such a person shall be eligible to serve as a delegate in his or her capacity as a local officer. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Persons: Treasure Brasher, Texas, and Roger Sharrock,* Georgia*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 12

(Requires a majority vote)

Title: TO ADD A PROVISION THAT THAT THE PRESIDENT, VICE-PRESIDENT, OR PRESIDENT-ELECT OF A LOCAL OR STATE AFFILIATE WHO IS ELECTED A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF HIS OR HER EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position, provided that a member who serves as president, vice-president, or president-elect of a local or state affiliate and who is elected a delegate to the NEA Representative Assembly shall be seated as a delegate regardless of educational position. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Roger Sharrock, Georgia

AMENDMENT 13

(Requires a majority vote)

Title: TO ADD A PROVISION THAT AN ALL-INCLUSIVE STATE AFFILIATE WHICH DOES NOT QUALIFY FOR AN ADMINISTRATOR POSITION AMONG ITS STATE DELEGATES MAY DESIGNATE ONE OF ITS STATE DELEGATE POSITIONS FOR ADMINISTRATORS.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. Any all-inclusive state affiliate which fails to qualify to elect an administrator as a state delegate may, by action of its state delegate body, allocate one of the state delegate positions for administrators. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Dora Scott, Texas

AMENDMENT 14

(Requires a majority vote)

Title: TO ADD THE WORDS "OR MAJOR FRACTION THEREOF" TO THE FORMULA FOR ALLOCATING DELEGATES TO ALL-INCLUSIVE LOCAL AFFILIATES THAT WISH TO CLUSTER FOR THE PURPOSE OF SECURING NONTEACHER DELEGATE REPRESENTATION.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

j. Allocation for nonteacher category delegates in local units which have all-inclusive membership shall allow for clustering with nonteacher members from other local units. Clustering shall be permitted only when allocation of local unit nonteacher delegates includes fewer than ten (10) delegates. In such local units, nonteacher members shall not be counted in the allocation for teacher delegates. Delegates for clustered nonteacher members shall be based on the ratio of 1:150 or major fraction thereof. This section shall apply only in those states where the state affiliate has determined that it shall be applicable.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: J. D. Reid, Texas

AMENDMENT 14A

(Requires a majority vote)

Title: TO TRANSFER FROM THE VICE-PRESIDENT TO THE SECRETARY-TREASURER THE DUTY OF SERVING AS CHAIRPERSON OF THE COMMITTEE ON PROGRAM AND BUDGET.

Bylaw 4. Executive Officers
4-3. Power and Duties of the Vice-President.

The Vice-President shall—

a. No change

b. [Serve as chairperson of the Committee on Program and Budget; and] Serve on the Committee on Program and Budget; and

c. No change

4-5. Power and Duties of the Secretary-Treasurer.

The Secretary-Treasurer shall—

a. No change

b. No change

c. [Serve on the Committee on Program and Budget;] Serve as chairperson of the Committee on Program and Budget;

Subsections d through g: No change

Bylaw 11. General Finance
11-7. Committee on Program and Budget.

a. The Committee on Program and Budget shall comprise seven (7) members whose function shall be to prepare with the President, the Secretary-Treasurer, and the Executive Director the annual budget. The Vice-President and the Secretary-Treasurer shall be members during their terms of office. The Board of Directors shall elect at its first meeting following September 1 five (5) of its members for staggered two (2) year terms. Members from ethnic minorities shall comprise at least twenty (20) percent of the committee. The Board shall elect additional members as appropriate to assure such ethnic-minority representation. A member elected by the Board of Directors shall serve only while a member of the Board. The [Vice-President] Secretary-Treasurer shall serve as chairperson.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from two or more states)
Contact Person: Larry Koenck, Minnesota

AMENDMENT 15

(Requires a majority vote)

Title: TO MAINTAIN THE PRESENT RECALL PROCEDURE FOR NEA DIRECTORS ELECTED BY THE ACTIVE AND EDUCATIONAL SUPPORT MEMBERS IN THE STATE AND TO ADD PROVISIONS THAT (a) IN STATES IN WHICH THE NEA DIRECTORS ARE ELECTED BY THE STATE REPRESENTATIVE BODY, A RECALL PETITION SHALL BE SUPPORTED BY THE SIGNATURES OF THIRTY-THREE (33) PERCENT OF THE DELEGATES TO THE STATE REPRESENTATIVE BODY AND (b) ALL DELEGATES TO THAT BODY AS OF THE DATE OF THE RECALL ELECTION SHALL BE ELIGIBLE TO VOTE IN THAT ELECTION.

Bylaw 5. Board of Directors
5-13. Recall.

a. Six (6) months after assuming office, an NEA state director shall be subject to recall in accordance with the provisions of this Bylaw.

b. Recall proceedings shall be instituted by the filing of a recall petition with the NEA Executive Director. The recall petition shall be in a form specified by the NEA and shall, among other things, contain (i) a statement of the specific grounds for the recall and (ii) [the signatures of NEA Active, Educational Support, and Life members in the state which are equal in number to at least five (5) percent of the total number of Active, Educational Support, and Life members in the state as of the close of the membership year immediately preceding the membership year in which the petition is filed] the signatures of at least five (5) percent of the total number of Active and Educational Support members in the state as of the close of the membership year immediately preceding the membership year in which the petition is filed where NEA directors are elected by all Active and Educational Support NEA members of the state, or signatures of at least thirty-three (33) percent of the delegates to the state representative body in the year in which the petition is filed where NEA directors are elected by such delegates.

Subsection c: No change

d. A recall election shall be conducted in accordance with rules of procedure adopted by the NEA Board of Directors, provided that (i) [all Active, Educational Support, and Life members in the state as of the date of the recall election shall be eligible to vote] where NEA directors are elected by the Active and Educational Support members of the state, all Active and Educational Support members in the state as of the date of the recall election shall be eligible to vote or, where NEA directors are elected by the state representative body, all delegates as of the date of the recall election shall be eligible to vote; (ii) the recall election shall be by secret ballot; and (iii) two-thirds (2/3) of the valid ballots cast shall be required for recall.

Subsections e through g: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Cordell Affeldt, Indiana

AMENDMENT 16

(Requires a majority vote)

Title: TO ADD A PROVISION THAT THE EXECUTIVE COMMITTEE SHALL SUBMIT TO THE REPRESENTATIVE ASSEMBLY FOR ITS RECONSIDERATION ANY ITEMS OF NEW BUSINESS THAT REMAIN IN EFFECT FIVE (5) YEARS FOLLOWING THEIR ADOPTION.

Bylaw 6. Executive Committee
6-5. Functions.

The Executive Committee shall have the power to make decisions consistent with the provisions of the Association's Constitution and Bylaws and actions of the Representative Assembly.

(New section g)

g. Shall submit to the Representative Assembly for reconsideration continuing action items of new business five (5) years following passage.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Terrance Glass, Pennsylvania

STANDING RULE AMENDMENTS 1A THROUGH 7 REQUIRE A MAJORITY VOTE FOR ADOPTION.

STANDING RULE AMENDMENT 1A

Rule 6. Order of Business and Debate

A. The adoption of the order of business of the Representative Assembly shall be the first item of business at the first business meeting of the Assembly. The order of business of the Representative Assembly shall provide for a lunch break each day.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Rufus Abernethy, Maryland

STANDING RULE AMENDMENT 1

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application.

New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be included in the delegate packets given to delegates at registration.

New business items shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than [12 noon on the second day] the close of the first business meeting of the Representative Assembly and shall be submitted. . . .

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Mary Felmet, Oregon

STANDING RULE AMENDMENT 2

Rule 9. Amendments

A. Constitution and Bylaws.

1. *Constitution:* Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the seventh business meeting of the Representative Assembly.

(a) No change

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Constitution so that they are sequential by article of the Constitution. Titles [and], texts, and the intents of the contact persons of proposed amendments to the Constitution along with the names and states of the contact persons shall be available upon request to any NEA member no later than ninety (90) days following adjournment of the Representative Assembly. The text of the proposed amendments shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

2. *Bylaws:* Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution.

(a) *Publication:* These amendments and the intents of the contact persons shall be printed in an official publication sent to all members at least sixty (60) days prior to their consideration.

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Bylaws so that they are sequential by bylaw. The texts and intents of proposed amendments to the Bylaws along with the names and states of the contact persons shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

B. Standing Rules.

1. No change

2. *Time for Submission and Notice:* (a) A proposed amendment to the Standing Rules shall be presented in writing to the Committee on Constitution, Bylaws, and rules, postmarked no later than one hundred twenty (120) days preceding the Annual Meeting. (b) The text and intent of the proposed amendment along with the name and state of the contact person shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration. (c) The Standing Rules may then be amended by the Representative Assembly by a majority vote of the delegates present and voting, by voice vote.

No change in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Tere L. Green, Georgia

STANDING RULE AMENDMENT 3

Rule 10. Elections, Committee and Procedure

G. Nominations. At the first business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

Subsections 1 and 2: No change

3. Each candidate shall be nominated from the floor by motion of a delegate. When all nominations have been made, each candidate or designee shall have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given [five (5)] twenty (20) minutes for this purpose. Candidates for Vice-President, Secretary-Treasurer, and the Executive Committee shall be given [three (3)] fifteen (15) minutes. Candidates for at-large positions on the Board of Directors shall be given [two (2)] ten (10) minutes.

No change in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: William L. Newton, Minnesota

STANDING RULE AMENDMENT 4

Rule 10. Elections, Committee and Procedure

G. Nominations. At the [first] fourth business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

Subsections 1 through 4: No change

H. Elections. Elections shall be by printed ballot by the delegates to the Representative Assembly.

Subsection 1: No change

2. Elections on the first ballot shall be on the [second] third day of the Representative Assembly. . . .

No change in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: George Champion, Michigan

STANDING RULE AMENDMENT 5

Rule 10. Elections, Committee and Procedure

H. Elections. Elections shall be by printed ballot by the delegates to the Representative Assembly.

Subsection 1: No change

2. Elections on the first ballot shall be on the [second] third day of the Representative Assembly. . . .

Subsections 3 through 7: No change

8. Polls for voting on amendments shall be open from [7 a.m. to 12 noon] 12 noon to 5 p.m. on the [third] second day of the Representative Assembly at such place or places as the President shall designate.

No change in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: William L. Newton, Minnesota

STANDING RULE AMENDMENT 6

Rule 11. Distribution and Sale of Materials

(New section C)

C. No items shall be sold on the floor of the Representative Assembly. Persons and articles found in violation shall be removed from the auditorium immediately.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Barry Schartz, Kansas

STANDING RULE AMENDMENT 7

Rule 12. Prohibition[s]

[A.] There shall be no smoking in the Representative Assembly.

[B. There shall be no consumption of alcoholic beverages in the Representative Assembly.]

Submitted in accordance with Standing Rule 9.B.1.b. (by a state delegation)
Contact Person: Rich Comly, Delaware

"Indians are holding up the bottom. We have the poorest housing, the highest unemployment—you name it, we have it. But all is not hopeless. Our people are full of spirit; they just need some doors opened. We're not asking anyone to 'do' for us. We're looking for a chance to build for ourselves."

Mary White Eagle Natani, *Women's Bureau, U.S. Department of Labor*

"The Hispanic community will not remain silent on the issues of social progress. By the year 2000, we will have matriculated ourselves into the nation's political and economic processes."

José Longoria, *League of United Latin American Citizens*

"Let me state it once again for all to hear and comprehend. NEA is committed and will lend its full support to reversing discrimination."

Bernie Freitag, *NEA vice-president*

"Discrimination in the job market [means] women working full-time still earn only two-thirds of what men working full-time earn."

Marcia Greenberger, *Center for Law and Social Policy*

tors and discrimination against teachers on the basis of private lifestyle, physical handicap, age, language, or sex.

Clinics helped conferees learn how to identify employment discrimination, work through their local affiliates for advocacy and protection, develop and implement affirmative action plans, maximize human and civil rights laws, file complaints, and build local coalitions.

Teachers have limited protection in the courts against many kinds of job discrimination, and may also have a difficult time proving their case. Speakers advised that rather than relying on legal remedies, local associations concerned about such questions as insurance coverage for pregnancy and equal pay for coaching girls' sports should negotiate protective language into their collective bargaining agreements. ☐

Meetings to address women's issues

MINNEAPOLIS—NEA will sponsor a conference on women's issues June 28-29, immediately prior to the 1981 NEA annual meeting here. The dates were chosen to avoid conflict with the ethnic-minority conference scheduled for June 30-July 1.

The women's conference will focus on the differing perceptions of minority and majority women as they work to advance multicultural sex equity and other Association goals. Sessions are being planned in consultation with the NEA Special Committee on Women's Concerns.

Registration forms and other information may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (202/833-4304). ☐

. . . and minority involvement

MINNEAPOLIS—The theme of the third annual pre-convention conference for minority delegates to the NEA Representative Assembly is "Ethnic Minority Involvement and Participation: Organizational Challenge for the 80's."

The conference will be held in the Leamington Hotel here, beginning at 9 a.m. on June 30 and ending at 1:30 p.m. on July 1. NEA will pay for double-occupancy housing on the nights of June 29 and 30 and will provide luncheons on June 30 and July 1.

Attendance will be limited to 400. Registration forms were mailed in March. If you have not received one and would like to attend the conference, contact Lynette Johnson, NEA Teacher Rights, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (202/833-4267). ☐

ROVING REPORTER

WASHINGTON, D.C.—Teachers attending the 19th Annual NEA Conference on Human and Civil Rights in Education were asked, "What brings *you* here this weekend? What do you personally hope to get out of the conference?"

Louis Hughley, sociology, Bryant Station Senior High, Lexington, Ky.

I've been active in the Fayette County Educators Association, and for the last few months I've been chair of our human rights committee. I'm interested in finding out what the national concerns on teachers' rights are. I see this conference as a learning experience.

Karen Garr, elementary, Raleigh, N.C. (on leave to pursue master's degree)

Minority displacement is a serious problem in my local. Part of the residue of school integration is that minority principals become vice-principals in integrated schools. We're seeing a time when minority teachers are not given the extras—they're not chosen for head coach, they're not given the stipends for extracurricular jobs. I hope to get ideas here on how to deal with this problem.

Mary Lee Reyna, 1st grade, Winston Elementary, San Antonio, Texas

I'm concerned about what's going to happen to bilingualism since the [proposed federal] regulations were removed. Many Hispanics were hired through bilingual funding, and I'm afraid they're not going to be absorbed. Hispanics are being RIF'd; children are being denied role models. We need to let President Reagan know we're going to push for civil rights!

John Felicitas, 6th grade, Calistoga Elementary School, Calistoga, Calif.

One of the reasons why I'm here is because I'm on the California Teachers Association affirmative action committee. We're under budget constraints and we're trying to put together training programs for 150,000 teachers.

Carrie Bailey, pre-kindergarten, Goldrick Elementary School, Denver, Colo.

Last year I had four-year-old children from eight language backgrounds in my class: Thai, Cambodian, Chinese, Laotian Hmong, Vietnamese, Navajo, Spanish, and English. I can't even tell them where the toilet is in their language! The only positive thing is to teach them all English. I hope to get some help, and also some ideas on approaching Congress. I see less money going to early childhood education programs.

NEA AFFILIATES IN ACTION

VIRGINIA:
Association mobilizes community support, averts strike

HAMPTON—Three weeks of intensive work by 1,200 teachers here paid off this winter with school board adoption of a budget giving teachers a 16 percent pay hike.

The budget originally proposed by the school superintendent offered teachers only 10 percent—the smallest increase in this part of the state—and cut out all elementary art and music teachers, half the elementary physical education teachers, and 34 city-funded instructional aides.

Teachers turned out at a mid-February mass meeting to reject the proposal overwhelmingly. After several years of inadequate school funding, they said, Hampton schools could not afford the drastic cutbacks. They voted to accept no less than an 18 percent salary increase. And they agreed they were willing to consider laying their jobs on the line to obtain it—a courageous decision in this state where public employee bargaining is illegal and where teachers have never been on strike.

The Hampton Education Association (HEA) mobilized quickly, establishing a network of building contacts involving 150 teachers in 35 schools, issuing a daily newsletter, and distributing "feedback" cards for quick responses to questions, concerns, and rumors.

Teachers also went to the public. Radio spots broadcast the message: "Hampton teachers who want to stay in Hampton need your support." Yellow signs emblazoned with a bold "We support Hampton teachers" were distributed all over town. A newspaper ad urged parents to attend a special town meeting sponsored by "Concerned Parents for Quality Education" and promoted by the HEA.

While the media fanned public concern with daily stories about a possible teacher strike, HEA was heavily involved in negotiations with the superintendent. The number of teachers agreeing to participate in proposed job actions increased daily, and signed "commitment cards" poured into HEA crisis headquarters.

More than 2,000 parents and other citizens showed up for the town meeting, and every speaker asked what parents could do to support teachers and better education in Hampton.

Just a day later, the school board's budget committee agreed to propose a budget offering teachers a 16 percent pay hike and reinstating elementary art, music, and physical education teachers. In a hurried special ballot taken before the school board met to consider this proposal, Hampton teachers voted 1,186 to 89 to endorse it as a measure of good faith, vowing to continue to fight to restore the aide positions.

For the second time in a week, parents and other citizens—more than 1,500 strong—filled an auditorium to capacity to express their support of schools. Parent after parent told the school board they wanted quality education and were willing to pay for it. "We know these programs will cost money, and we are willing to pay the bill," said one.

Bolstered by this support, the board adopted the proposed budget and went even further to reinstate the 34 instructional aides and other funding that had been cut.

At a gathering the next day to celebrate clearing the first hurdle and to prepare for the battles ahead, Virginia Education Association President Walt Mika told more than 1,000 Hampton teachers, "I know a lot of you have been thinking about doing something a lot of you didn't want to think about, but also, think about your victory today."

The budget process isn't over here; the biggest hurdle may be convincing the city council to fund the budget. "We are willing to go and fight, but we need your support, and we are going to ask for it," one school board member has told teachers and parents. The city council is expected to act on the budget in May. ☐

GEORGIA:
Atlanta local works to avert further tragedy

ATLANTA—The continuing wave of slayings of black children here has intensified teacher efforts to allay student panic while stressing commonsense personal safety measures.

The Atlanta Association of Educators (AAE) has urged its 2,000 members to remind their 72,000 students to walk in pairs, observe the city's evening curfew, and take other precautions. One teacher's lesson plan for helping children deal with the crisis has been duplicated by AAE and distributed to all elementary teachers.

The association has also asked its members to volunteer for playground duty after school and on weekends, so as to give youngsters a safe place to go. Physical education teachers and their volunteer colleagues from other teaching fields kept inner-city schools open for recreational activities during the mid-March spring break.

A resolution adopted by the AAE board of directors and presented recently to the school board, with copies to the mayor, the governor, and other state and national officials, pledges teacher cooperation in every way possible with police department and FBI efforts to apprehend the murderer or murderers. AAE has been an active participant in marches and other community events to raise funds for the victims' families. ☐

FLORIDA: Teachers push for sales tax increase

TALLAHASSEE—Be penny-wise . . . not pound foolish. That is the theme of a massive effort by the Florida Teaching Profession (FTP-NEA) to collect signatures in support of a one cent increase in the state sales tax. The new revenues would be earmarked for education.

The petition drive was launched when it became evident that school funds would be slashed as a result of recent state-mandated changes in local property tax formulas. And with school enrollment increases projected for Florida's growing population, an additional source of revenue is needed to supplement existing school funding, says FTP-NEA President John Myrick.

Under Florida law, there are only two ways to get more money for schools—by instituting what would be a very unpopular plan for a state income tax, or by increasing the sales tax.

Raising the sales tax from 4 cents to 5 cents on the dollar would generate $600 million in the first year. One of the real advantages of the proposal, says Myrick, is that a large part of the extra revenue would come from out-of-state visitors. Food and drug items would remain tax-free.

Local associations are organizing their campaigns as they do political ones. The first step is to collect signatures in teachers' neighborhoods and from family members and friends. Locals are also setting up booths at shopping malls and addressing civic and church groups to get additional support.

Although the petition drive is consistent with the governor's and the cabinet's desire to raise teacher salaries and improve Florida's schools, it is not a legal mandate to increase the sales tax. The real purpose is to show the legislature that there is widespread public support for the idea.

One
Percent
for
Education

Broward County Classroom Teachers Association members Linda Bartley (left) and Sally Munro gather signatures at a shopping mall for FTP-NEA's "Penny-Wise" campaign for a one-cent increase in the Florida sales tax.

"By producing signatures in support of a penny increase in the sales tax, we may not guarantee a salary increase," Myrick says, "but we'll be in a much better position to make that increase a reality." ☐

UTAH: Teachers march on capitol, protest 'gross underfunding'

SALT LAKE CITY—Some 8,000 irate Utah teachers stormed the state capitol building here in March to call attention to the state's "gross underfunding" of the public schools.

Specifically, they were objecting to the legislature's meager 6 percent proposed teacher salary hike, as well as to cuts in such programs as elementary guidance counseling, gifted and talented, and adult education.

The day before the rally, the legislature's joint appropriations committee had upped its salary proposal from 5 percent to 6, in an attempt to placate the teachers. It didn't work.

"Six percent won't make a dent" was the cry at this huge public display of teacher solidarity. The Utah Education Association (UEA) is calling for a 12.7 percent salary increase.

UEA President Donna Peterson told the enthusiastic crowd—some of whom had traveled more than 300 miles to attend the rally—that by their sheer numbers, "You sent them [the legislators] a message."

In their clash with the legislature over school finance, Utah teachers are far from alone. In state after state this spring, NEA affiliates are battling proposed cutbacks in education funding—the impact of which could be compounded if federal education funds are also slashed as the Reagan Administration is advocating. ☐

Some 8,000 sign-carrying teachers jammed the rotunda, stairways, and balconies of the Utah state capitol in early March to convey their disapproval of legislature's inadequate funding for education.

COLORADO: Rural teachers battle for bargaining rights

CORTEZ—Members of the Montezuma-Cortez Education Association (MCEA) here in the conservative southwestern corner of the state are the latest rural Colorado teachers to go on strike in an effort to secure collective bargaining.

Local associations in some 150 small school districts across the state are still fighting for their basic rights, reports Colorado Education Association (CEA) President James Mills, and many are putting their jobs on the line in order to win their first master contracts. Colorado has no teacher bargaining law. Mills says teachers in rural districts have long been aware that their working conditions compare very unfavorably with those of the majority of Colorado's urban teachers, who work cohesively with their boards under master agreements.

Tired of years of inconsistent and capricious decisions by a school board that refuses to talk to them as a group and seems to delight in humiliating them as individuals, Cortez teachers finally walked off their jobs January 26. In a special secret meeting the next week the board attempted to retaliate by firing all of the striking teachers, but a county judge ruled that the action violated the teachers' rights to due process.

An outraged community attended the regular school board meeting the next day, and for more than two hours speakers on both sides made their opinions known—to both cheering and heckling. Near the end of the meeting a woman from the crowd demanded to know how many people really wanted to see the crisis settled by firing the teachers. From the crowd of nearly 1,000 people only five hands went up.

Despite the community's desire to resolve the conflict peacefully, at a February meeting the school board instituted legal proceedings to fire 43 teachers, many with tenure. This is the first time in Colorado history that a school board has attempted mass firings of tenured teachers.

"Isn't it ironic," local association president Rose Martin points out, "the school board refuses to bargain collectively, but they're very quick to *fire* collectively. We're fighting for recognition from the board, and we'll stay out until we get it."

While the teachers are involved in individual dismissal hearings, which are required by Colorado tenure law, the association is gearing up for the May school board elections. MCEA is working to defeat four incumbents who are up for re-election, and Martin says a community citizens' group may try to force the recall of the other three incumbents at the same time. "The goal is to clean out the board," she explains.

In stark contrast to the explosive situation in Cortez is the case of the southeastern Colorado town of Las Animas, where the school board had also refused to bargain with teachers. The local association, however, was able to generate community support for its cause; under enormous pressure from town residents, the board recently voted 5 to 1 to sit down and negotiate. ☐

NEBRASKA: Association urges legislature to lift lid

LINCOLN—Public pressure is mounting for repeal of Nebraska's two-year-old "lid" on local spending.

The statewide lid limits annual increases in school district budgets to 7 percent. With the cost of everything districts must buy escalating at almost twice that rate, schools are hurting. Districts with substantial budget reserves at the time the lid was adopted have managed better than others, but the reserves are rapidly being depleted and soon most districts will be in real trouble.

Many teachers are leaving the schools for better salaries elsewhere; some districts are talking of eliminating vocational agriculture and other popular programs in order to make ends meet. Nor are schools the only local services being affected: other governmental units are closing senior citizen centers, reducing police protection, mowing parks less often, postponing bridge repairs, and reducing other services in an attempt to ease the growing budget crunch.

The Nebraska State Education Association (NSEA) has set "lid-lifting" as its top legislative priority this year. An NSEA-backed bill to repeal the lid is on the floor of the unicameral legislature as we go to press.

Meanwhile, smaller school districts with few budget-trimming options are seeking local voter permission to exceed the 7 percent limit. A district in Polk County became the state's first to succeed in such an effort this year, winning approval on a February "lid override" measure by a better than 2-to-1 ballot margin.

NSEA is also supporting another bill now in the legislative hopper that would cut the number of school districts in half by 1985. Nebraska ranks second only to Texas in total number of districts, with 1,064. Some of the smaller Nebraska districts consist of five or six students and one teacher in a one-room school. Major opposition to consolidating districts has surfaced among rural-oriented groups who contend that mandatory school reorganization threatens local control. ☐

Both political parties need members' help

WASHINGTON, D.C.—If you are a registered Democrat or Republican, *now* is the time to get active in your political party. By joining the cause early you can get in on the ground floor of political organizing for the critical 1982 and 1984 elections.

How can you get involved? NEA Political Affairs Director Ken Melley suggests, "First, ask your local and state education associations' political action committee leaders for ideas. Then contact your city or county Democratic or Republican Party chairperson to find out who your precinct leader is. (There may be more than one—or the position may be vacant, in which case you may well be asked to step in.)

"Find out from your local party chair how the political system is set up in your area. There may be a ward, township, or other party structure in which you can also become active.

"Then call your precinct leader(s) and offer to help with canvassing, updating voter registration lists, or whatever grassroots task needs to be done. Once you prove that you're an energetic and enthusiastic worker, you'll likely be given additional leadership responsibilities."

As U.S. Senate Majority Leader Howard Baker suggests elsewhere on this page, teachers have a right and an obligation to become public education advocates by participating in the political process.

NEA's political action program is bipartisan. "Your help is needed right now in both the Democratic and Republican parties," says Ken Melley. "All who care about education will gain from your participation." ☐

NEA's Political Affairs Division is compiling information to create a directory of NEA members in leadership positions in our nation's political parties. Please help with this important task. If you are a leader in your party at the local, state, or national level—or if you hold any elective or appointed public or party office or position—let us know on this coupon and mail it to NEA Political Affairs, Room 627, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Name____________________

Home address____________________

__________ Home phone__________

Work address____________________

__________ Work phone__________

Political party____________________

Positions or offices held____________________

Other political activities____________________

____

NEA urges Congress to restore deductions for home offices

WASHINGTON, D.C.—NEA has renewed its call for restoration of the federal income tax deduction for teachers' home office expenses—a deduction virtually wiped out by the Tax Reform Act of 1976.

Testifying in February before a subcommittee of the Senate Finance Committee, NEA voiced general support for a pending bill (S. 31) designed to correct the Internal Revenue Service's overly restrictive interpretations of congressional intent in the 1976 law.

One provision of S. 31 would allow a taxpayer to have more than one "principal place of business." IRS does not currently allow a deduction for home offices used in connection with second jobs (e.g., summer work or moonlighting).

NEA's testimony urged that S. 31 be amended to make the deduction also apply to home offices used in connection with teachers' *primary* jobs. NEA pointed out that more and more teachers now meet the IRS requirement that the business use of their homes be "at the direction, or for the convenience of their employer."

Since many school buildings are now closed shortly after students are dismissed each day, for reasons of teacher safety and fuel conservation, teachers are forced to use their homes for meetings with students and parents, as well as for preparing and evaluating educational activities and conducting other school business.

The Internal Revenue Code presently limits the deduction to taxpayers who use a portion of their home regularly and exclusively to meet "patients, clients, or customers." NEA urged that S. 31 be amended to add "students and/or their parents," so as to remove any lingering doubt as to whether teachers may claim the deduction. ☐

Sen. Baker: 'NEA political activism should continue'

from page 5

cisely as the parent would hope, they are wrongly and tragically held accountable.

NEA: What can be done at the federal level to help America's public schools?

SEN. BAKER: Certainly, I suppose there are a great many things we at the federal level can do for public education. That is why I supported the Department of Education bill—so that we could isolate the needs of public education and better address them.

But without getting into specific legislation or speculating on what President Reagan might propose in this regard, I would simply say that, in a broad sense, the best service the federal government can render public education is to provide it with the necessary resources with the least amount of federal entanglement so that the local communities and school systems will have a wider discretion to use those resources. And I would add that this is what we are trying to do with the entire concept of block grants to state and local governments.

NEA: NEA has played a very visible role in endorsing candidates for federal office since 1972—and in Presidential politics since 1976. Do you think this kind of teacher political activism should continue?

SEN. BAKER: As one who has had the great good fortune to have on several occasions been the beneficiary of NEA endorsements and political activities, I say with all certainty this activism should continue—and on the same high caliber it has in the past!

Seriously, I do think you should continue to stay involved. Obviously, there is always a downside in endorsements as you make one candidate very happy and at least one other candidate very upset! Still, the risk is worth taking, not only for the opportunity of supporting a winner, but for the visibility and the input into the decision-making process that such involvement affords you.

The only cautionary note I would inject is this: As you continue to increase your political activism, as I assume you will, it will be important for you not to allow yourselves to become too narrow in your focus and too single-issue oriented. Good men and women, who are in accordance with your positions on a vast number of issues, should not be cast aside and derided because they differ with you on a single matter. That sort of pressure, so evident today, does not make for good politics, nor does it make for good government.

NEA: Our teachers have been hurt as much as any other group by inflation. When can they expect to start seeing results from the Reagan Administration's efforts to turn the economy around?

SEN. BAKER: I honestly do not know. We in the Republican Party may have unduly raised expectations during the campaign last year. Nothing is going to come fast and easy. The ills of our economy are of long standing and will not be erased in a hundred days. There are many extraneous elements, such things as foreign trade matters and highly sensitive money markets, that impact the rate of inflation.

All of that notwithstanding, I would hope and expect that, if we can move quickly on the President's spending and tax proposals, noticeable improvements would be seen by the end of this year and substantial improvements by the middle to latter months of 1982.

NEA: The NEA affiliate in your home state, Tennessee, was among the leaders in monitoring the recent growth and interrelationships of organizations on the far right. These groups have targeted a number of your Senate colleagues—including some Republicans—for defeat in 1982. What is your reaction to this kind of negative political action—the spending of vast sums to discredit particular incumbents?

SEN. BAKER: This follows what we were discussing earlier. Targeting a candidate for defeat is certainly within the purview of any organization, or any single voter for that matter. And I suppose the Republican Party, particularly in the Senate elections of last year, benefitted substantially from such targeting.

Thus, I am probably not the person who should be saying this, but these single-issue, highly visceral and emotional negative attacks on candidates and office holders do not speak well of our political system. What should be a process of civility and reasoned disagreements is becoming an exercise in savagery. And in the end no party, no interest group, no one at all will benefit from it.

NEA: You were a candidate for the 1980 GOP Presidential nomination and had a lot of support from teachers in various states. Would you care to speculate about your political future?

SEN. BAKER: Well, it's difficult for me to speculate on something like that, to tell you the truth. A political lifespan lasts about one day, and we're trying to look four years down the road!

Sincerely, I really haven't thought about it yet. My first priorities right now are to help President Reagan get his legislative package approved and then to help elect more Republicans to the Senate and House in 1982. My own personal plans will be addressed a little later on. But don't worry, I'll be letting you know! ☐

NEA RECOMMENDS...

Bette Davis (center) stars as a retired teacher in "Family Reunion," a two-evening, four-hour NBC-TV dramatic special to be broadcast May 11 and 12.

NEW YORK CITY—Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the weeks ahead:

Misunderstood Monsters—*CBS, Tuesday, April 7, 4-5 p.m. EST.* Part of the CBS Library series, this fantasy adventure combines an original story with dramatizations of "Creole" by Stephen Cosgrove, "The Reluctant Dragon" by Kenneth Grahame, and "Beauty and the Beast" by Marianna Mayer. The monsters show the young hero that outward looks don't count as much as inner feelings.

Hallmark Hall of Fame—*PBS, Wednesday, May 6, 8-9:30 p.m. EST.* In "Casey Stengel," Charles Durning brings to life the antics of the beloved baseball personality who made colorful contributions to America's language and thought. A free guide suggesting ways high school teachers can use this broadcast to illuminate history, language arts, and drama is available from Office of Radio and Television for Learning, WGBH, 125 Western Avenue, Boston, MA 02134.

Remember When: Way Out West—*HBO, Monday, May 11, 8-9 p.m. EST.* This is the first broadcast in an eight-part series examining major influences on American history, such as cowboys, radio, electricity, transportation, advertising, the press, and sports. Dick Cavett hosts. Featuring historical film and newsreel footage, vintage period music, and rare original material.

Family Reunion—*NBC, Monday, May 11, and Tuesday, May 12, 9-11 p.m. EST.* This two-part dramatic special stars Bette Davis as a retired teacher fighting to save her old home—and with it her values and heritage—from being torn down.

The Best Little Girl in the World—*ABC, May—date and time to be announced.* A troubled teenage girl struggles with anorexia nervosa, the serious mental disorder that causes its victims (some half a million girls worldwide) to stop eating, in a subconscious effort to regain control over at least one thing—their bodies.

Refer to local listings for exact broadcast times in your area. □

IN BRIEF

NEA international award: last call for nominations

NEA's Committee on International Relations will accept nominations for the 1981 Irvamae Applegate International Understanding Award until April 25.

The award is presented each summer during the NEA annual meeting to a teacher who has furthered international understanding through outstanding leadership, actions, and support, and who reflects the philosophy and principles of the NEA international relations program.

The Applegate award is named for a past NEA president and leader of the World Confederation of Organizations of the Teaching Profession.

To obtain a nomination form, contact your state association, NEA regional office, or the NEA Office of International Relations (202/833-4105). □

Boy Scouts, NEA team up to 'explore education'

NEA and the Boy Scouts of America have launched a cooperative program to promote the chartering of "Education Explorer" posts around the country.

The Explorer program provides young men and women aged 14 through 20 with social, outdoor, fitness, citizenship, and service activities as they explore an occupational field under the guidance of volunteer adult leaders. Chartering an Education Explorer post offers local teachers associations a good opportunity to identify and encourage future teachers while providing worthwhile community leadership.

To find out more about the Explorer program in your community, contact your local Boy Scouts of America council. □

NEA booklet examines migrant education

Conditions that shape the lives of migrant workers and their children—low wages, seasonal work, job displacement, critical health and housing needs, limited coverage under social and labor legislation, little or no education—are examined in *Choices, Not Circumstances,* a new booklet released by NEA's Instruction and Professional Development unit.

The 12-page booklet describes federal support for migrant education and focuses on NEA's drive to improve educational opportunities for migrant students. NEA and 15 of its state affiliates have entered into an agreement to monitor migrant education, seek to influence state and federal laws and policies affecting migrants, develop public awareness of the migrants' educational plight, and meet the classroom needs of those who teach migrant children.

NEA members may get a free copy of the booklet by writing Roy Fuentes, NEA/IPD, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. □

Project seeks ideas to help alcoholics' children

The National Institute on Alcohol Abuse and Alcoholism is funding development of a resource handbook aimed at helping deliver better services to children who have alcoholic parents.

If you know of successful or innovative programs for these children, or if you have suggestions on issues that should be addressed in a book of this kind, please alert the research and consulting firm now beginning to prepare the publication.

Send information and queries to Meredith Ludwig, Evaluation Technologies, Inc., 2020 N. 14th Street, Suite 620, Arlington, VA 22201. □

New teaching handbook on UN available from NEA

In cooperation with the United Nations Association of the U.S., NEA has published a new handbook on the UN for classroom teachers.

Teaching About the United Nations deals with popular perceptions of the UN and with the media's role in shaping student attitudes. It traces the growth of international organizations that culminated in the birth of the United Nations in 1945 and examines the role the UN presently plays in world affairs.

The 48-page handbook also includes directions for a "global energy game" in which students play the roles of countries and organizations.

Although the material is intended primarily for junior and senior high school use, it can be adapted to any grade level. For a free copy of the handbook, write to the NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. □

Could you spot an abused child?

How can you tell if one of your students is suffering physical or emotional abuse at home? And if you suspect a problem, what can you do to help?

In 43 states teachers have a legal as well as a moral obligation to report cases of suspected child abuse or neglect to local agencies. An article in the April/May issue of *Today's Education,* now in the mail to all NEA members, outlines the symptoms of child abuse—specific changes in appearance and behavior which may signal that a student is being abused.

The author also suggests ways a teacher can establish trust and strengthen an abused child's self-image. We suggest you read the article now and perhaps save it for future reference. □

Correction

An article in our December 1980 issue incorrectly reported Cordova, Alaska, as having the nation's highest teacher salary schedule. Invalid salary data had been entered into the NEA computer, showing Cordova's base salary as $30,400 and nondoctorate maximum as $42,436. Cordova teachers' base salary is actually $20,400; their top step is $35,700. We sincerely regret the error. □

Labor history alert

For a series of articles now in the works on labor history and the schools, NEA Communications would like to hear from teachers teaching the history of the labor movement in an imaginative way.

Brief descriptions of creative labor history teaching efforts should be sent to Carolyn Wallace, NEA Communications, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. □

NEA funds efforts to stem violence

NEA is awarding one-year grants of up to $3,000 each to five state and local affiliates for projects to eliminate or reduce violence in the schools.

This year's grants go to the Connecticut Education Association for its instructional kit for teachers on violence and the Ku Klux Klan; to Missouri-NEA for its VOICE (Violence Obstructs Instruction and Children's Education) project; to the Montgomery County (Ala.) Education Association for Project SOSS (Save Our Students and Selves); to the Roanoke (Va.) Education Association for a program designed to improve the relationship between parents and schools, called Project Open Door; and to the Seattle (Wash.) Teachers Association for its Reporting on Teacher Assaults project.

More than $56,000 in grants have been awarded so far under this five-year-old NEA program. For additional information, write to Javetta S. Richardson, NEA Instruction and Professional Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. □

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in February 1975, roll-call votes of the Board must be published in the *NEA Reporter*. Two such votes were taken at the February 13-14, 1981, Board meeting.

Subjects of roll-call votes:

#1: To appropriate $130,000 from the Contingency Fund for the purpose of implementing a portion of the assistance program in Mississippi. (125 YES, 4 NOT VOTING, 5 ABSENT)

#2: To appropriate $900,000 from contingency funds toward the anticipated overexpenditure in the DuShane Fund budget. (84 YES, 40 NO, 1 ABSTENTION, 4 NOT VOTING, 5 ABSENT)

Key:

'Y'—voted in favor of the issue
'N'—voted in opposition to the issue
'NV'—vote not recorded on the issue
'A'—abstained from voting on the issue
'O'—absent from meeting
'*'—alternate director
'**'—submitted statement on vote

NAME	STATE	ROLL CALL VOTE # 1	2
Dotson	Ala.	Y	Y
Jones	Ala.	Y	A
Potter	Alaska	Y	Y
Beachem	Ariz.	Y	Y
Guy	Ariz.	Y	Y
Johnson	Ark.	0	0
Smith	Ark.	Y	Y
Curfman	Calif.	Y	Y
Estrellas	Calif.	Y	Y
Foglia	Calif.	Y	Y
Hodgkins	Calif.	Y	Y
Kuiper	Calif.	Y	N
Logue	Calif.	Y	Y
Shaw	Calif.	Y	Y
Tinson	Calif.	Y	Y
Vick	Calif.	Y	Y
Bradshaw	Colo.	Y	Y
Lansford	Colo.	Y	Y
**McLean-Waller	Conn.	NV	Y
Rossomando	Conn.	Y	Y
Testerman	Del.	Y	N
Coluzzi	D.C.	NV	Y
Scott	Fla.	Y	N
Wilson	Fla.	Y	Y
Scott	Ga.	Y	Y
Wright	Ga.	Y	Y
Elento	Hawaii	Y	N
Hovey	Idaho	Y	Y
Betterman	Ill.	Y	Y
Mack	Ill.	Y	Y
Mishler	Ill.	Y	Y
Hanna	Ind.	Y	N
Miller	Ind.	Y	N
Moudy	Ind.	Y	N
Halliburton	Iowa	NV	Y
Mitchell	Iowa	Y	Y
Peterson	Kans.	Y	Y
Steele	Kans.	Y	N
Harvey	Ky.	Y	Y
Nall	Ky.	Y	Y
Coleman	La.	Y	Y
Scott	La.	Y	Y
Sullivan	Maine	Y	Y
Jones	Md.	Y	Y
Kuker-Kihl	Md.	Y	Y
Gilmore	Mass.	Y	N
Johnson-Taylor	Mass.	Y	N
Lopes	Mass.	Y	N
Schutt	Mass.	Y	N
Christian	Mich.	Y	Y
Davenport	Mich.	Y	Y
Duckworth	Mich.	Y	Y
Smith	Mich.	Y	Y
Zook	Mich.	Y	Y
Bauermeister	Minn.	Y	N
Holman	Minn.	Y	N
Newton	Minn.	Y	N
Bradley	Miss.	Y	N
Keeling	Mo.	Y	N
Johnson	Mont.	Y	Y
Kaldahl	Nebr.	Y	Y
Conrad	Nev.	Y	Y
Jenis	N.H.	Y	N
Blackburn	N.J.	Y	Y
Gibson	N.J.	0	0
Goldman	N.J.	Y	Y
Graham	N.J.	Y	Y
*Maltman	N.J.	Y	N
Parish	N.J.	Y	Y
Smith	N. Mex.	Y	NV
Pisa	N.Y.	Y	NV
Washington	N.Y.	Y	Y
Cummings	N.C.	Y	Y
Rader	N.C.	Y	N
Wilson	N.C.	Y	Y
Gallagher	N. Dak.	Y	Y
Abel	Ohio	Y	N
Dorsey	Ohio	Y	N
Potts	Ohio	Y	N
*Rountree	Ohio	Y	N
Savage	Ohio	0	0
Willcox	Ohio	Y	N
Dyer	Okla.	0	0
Fulton	Okla.	Y	Y
Lawrence	Ore.	Y	N
Wiper	Ore.	Y	N
Mosher	OV	Y	Y
Farr	Pa.	Y	Y
Huntley	Pa.	Y	N
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
Wyland	Pa.	Y	N
del Valle	P.R.	0	0
Mello	R.I.	Y	Y
Cooper	S.C.	Y	Y
Horgen	S. Dak.	Y	Y
Akers	Tenn.	Y	Y
Martin	Tenn.	NV	NV
Pike	Tenn.	Y	Y
Brock	Texas	Y	N
Foster	Texas	Y	N
Harrell	Texas	Y	Y
Hilger	Texas	Y	Y
Hunt	Texas	Y	Y
Stacey	Texas	Y	N
*Peterson	Utah	Y	Y
Scott	Vt.	Y	Y
Coffey	Va.	Y	N
Gant	Va.	Y	Y
Nelson	Va.	Y	Y
Amos	Wash.	Y	Y
Horne	Wash.	Y	Y
Wahlquist	Wash.	Y	Y
Keeney	W. Va.	Y	Y
Lewandowski	Wisc.	Y	N
Schleife	Wisc.	Y	N
Stephenson	Wisc.	Y	N
Anderson	Wyo.	Y	Y
Benson	At Large	Y	Y
Masters	At Large	Y	Y
Sproul	At Large	Y	N
Treibley	At Large	Y	NV
Bernat	SNEA	Y	Y
Duncan	SNEA	Y	Y
Viessman	SNEA	Y	N
Bowser	Ex. Com.	Y	Y
Burse	Ex. Com.	Y	Y
**Fujimori	Ex. Com.	Y	N
Obermeyer	Ex. Com.	Y	Y
Owens	Ex. Com.	Y	N
Woodard	Ex. Com.	Y	Y
Futrell	Ex. Com.	Y	Y
Freitag	Ex. Com.	Y	Y
McGuire	Ex. Com.	Y	Y

**Eunice McLean-Waller (Conn.) submitted the following statement regarding her position on vote #1: "Eunice Waller supports wholeheartedly but was in conference on another matter concerning Connecticut at the time of the roll call."

**Odetta Fujimori (Exec. Comm.) submitted the following statement regarding her negative vote on #2: "While teacher defense is an important goal of the NEA, I voted to keep the Contingency Fund in place this year because (a) potential organizational crises exist in our locals/states, (b) emergency plans may still be necessary to combat the Reagan Administration's budget cuts and tuition tax credit proposals, (c) the NEA budget needs to reflect more accurately the true budgetary impact of DuShane (every year since this program has been in existence—five years—we have exhausted the Contingency Fund in this same manner), and (d) the NEA will probably end the fiscal year 1980-81 with a $1,075,000 savings."

Attention, delegate-campers

ST. PAUL, MINN.—Some 300 spaces for tents and recreational vehicles have been reserved at the Minnesota State Fair Campground here, for delegates wishing to camp during the 1981 NEA annual meeting in Minneapolis.

Move-in begins at 9 a.m. Wednesday, July 1; move-out must be completed by noon Wednesday, July 8. The campground is 20 minutes from the convention hall, with easy access from Interstate 94. Free NEA bus service will link the campground, the official hotels, and the convention hall each day and for officially scheduled evening events.

The campground has electrical hookups, water, restrooms, showers, public telephones, sanitary dump facilities, tennis courts, and jogging and bicycle paths. Cost is $6.25 per night.

Space will be assigned on a first-come, first-served basis. Delegates wishing to reserve a campsite should mail the coupon below right away, with at least one night's deposit. ☐

Campsite Reservation—
1981 NEA Annual Meeting

Name ______________________

Address ______________________

City ______ State ______ Zip ______

Telephone (______) ______________________
area code

Move-In Date __________ Time __________ A.M. P.M.

Move-Out Date __________ Time __________ A.M. P.M.

Cost: $6.25 per night

Mail first night's deposit (check or money order), payable to National Education Association, to Jim Bailey, 1417 Frankson Avenue, St. Paul, MN 55108. Please attach this reservation form to your check.

NEA Travel Service offers a 'capital' learning experience

WASHINGTON, D.C.—Educational sightseeing tours of the nation's capital are now available to your student groups through the NEA Travel Service.

The surprisingly low tour prices include round-trip transportation to Washington, D.C., by bus or air, all meals, hotel accommodations, a teacher's guide, pre-tour learning units designed to enhance students' understanding of American history and government, and professionally guided tours of Washington's monuments, government buildings, museums, and historic sites.

For details write to NEA Travel Service, 1700 K Street, N.W., Suite 306, Washington, D.C. 20006. ☐

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Now, it's $100,000

More life insurance protection to help you keep up with the times!

NIE Life Insurance . . . affordable protection for today's higher cost of living.

No one has to tell you about the ever-shrinking buying power of the American dollar. Inflation may be a problem of national proportions but it still affects each and every one of us in our daily lives.

To help protect your family against the consequences of soaring inflation, you need life insurance more than ever before . . . and you may need *more* insurance than before. That's why your Association has expanded the New Independent Educators (NIE) Life Insurance Plan to offer you up to $100,000* of financial security for your family. This increased coverage can give your family the extra buying power they'll need should they have to adjust to life without you.

After all, life insurance benefits mean money for food, clothing, mortgage payments, education and many other essentials of life for your survivors. Through your Association's NIE Plan, you may be able to purchase up to *$100,000 of additional coverage**, regardless of any other type of insurance you already have, even NEA plans. This is a decreasing group term life insurance plan, offering higher amounts of protection for those years when your family's needs may be the greatest. And, despite inflation, this program has never gone up in price!

For your spouse and children— a very important option for very important people.

Now, you can take advantage of these same reasonable NIE group rates to provide this kind of protection for your eligible family members, too. That's important, because whether a professional or a home-maker, your spouse affects your family's financial security. If something should happen to either one of you, just think about the possible loss of income, basic living expenses, the cost of child care and running a household—to name but a few of the financial consequences which could severely affect your family's current and future life-style. With today's inflation and tomorrow's prices, you'll realize that your spouse may need life insurance protection just as much as you do.

You should also think about life insurance protection for your children. With NIE, you can provide coverage for your dependent children which allows conversion to an individual policy at age 21 *without a medical examination!*

Choose protection to meet tomorrow's needs.

How much life insurance you need may depend on how much protection you have now, when it was purchased, and your present life-style. Times are constantly changing, and you must remember that inflation affects more than the cost of food and clothing; it impacts the relative value of your life insurance, too. If you haven't reviewed your life insurance coverage recently, now is a good time to think about purchasing or upgrading coverage with your Association's expanded NIE Life Insurance Plan . . . just to keep up with the times.

For you . . .
As an example, if you are under age 30, this plan can provide $10,000 of protection for $12 a year, $50,000 for $52 a year, and $100,000 for $102 a year.

For your family . . .
If you select coverage under Schedule 3 or above (see chart), you can take advantage of the optional spouse and dependent children's coverage. Spouse coverage is equal to 50% of the member's amount of insurance according to the schedule selected. Dependent child(ren) are covered for the amount shown for each schedule. Regardless of how many children you insure, your contribution remains the same.

Who is eligible?

Protection under the NIE Life Insurance Plan is available to all active, educational support, life, student or staff NEA members in good standing. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S or Independent Educators are also eligible to apply for this additional coverage. Coverage continues as long as you remain eligible, make the required contribution within two months of the due date, and the overall plan remains in effect.

If you leave the field of education or retire, you may still be eligible to continue your NIE Life Insurance Plan as long as you remain a member of NEA.

Your eligible dependents are your spouse (except in the case of divorce or annulment) and unmarried children between 14 days and 21 years of age who are not members of the military service. Stepchildren, foster and legally adopted children who depend upon you for support, may be included. If both husband and wife are insured under this plan as members, they are ineligible for dependent spouse coverage and only one of them may cover children as eligible dependents.

Once you have dependents insurance for your children, each additional child automatically becomes insured 14 days after birth. No notification of birth is necessary. A dependent's coverage terminates when the dependent no longer meets eligibility requirements, the necessary contributions are not made when required, or the member's coverage terminates.

Important facts you should know about NIE.

No medical exam—The underwriter does not require a pre-enrollment physical examination, although you must be able to certify the health statements on the enrollment form.

Continuance of insurance during total disability—at no cost—If, as an insured member, you become totally disabled before age 60 and remain so disabled for at least six months, your member coverage will remain in effect for the entire period of total disability at no cost to you. Proof of disability must be furnished as required. Should you die during the first 12 months of such disability, your insurance will be paid even if you have not furnished proof of disability or if contributions were not continued.

To be considered totally disabled, you must be unable to perform any and every duty pertaining to your occupation and not engaged in any gainful work. However, after the 30th month of such disability, you must be unable to engage in any occupation for which you are reasonably fitted by education, training or experience, and not engaged in any gainful work.

Conversion rights—Should you or your dependent become ineligible under the plan, you are guaranteed the opportunity to convert within two calendar months to one of a number of Prudential individual policies, without furnishing evidence of good health. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy.

The underwriter—The NIE Plan is underwritten by The Prudential Insurance Company of America. The NEA Insurance Plans are administered by the NEA Members Insurance Trust.

When you're planning for tomorrow . . .

Consider today's steadily rising costs. Then compare the costs and benefits of your Association's New Independent Educators Life Insurance Plan with any other now available. We think you'll find the NIE to be the plan you need to keep up with the changing times.

For more information, fill out the coupon below.

NEA Life Insurance R 4-81
P.O. Box 433
Fort Washington, Pennsylvania 19034

Please send me more information on how NIE can help me keep up with the times.

Name: ______________________________

Address: ______________________________

City: ____________ State: ________ Zip: ________

*Amounts vary by age and the schedule you select.

Plan Schedules

For New Independent Educators Insurance Plan

	Schedule 1		Schedule 2		Schedule 3		Schedule 4		Schedule 5	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	**$10,000**	**$ 6.00 m**	**$20,000**	**$11.00 m**	**$30,000** *15,000* 3,000	**$ 16.00 m** *8.00 s* 4.50 d	**$40,000** *20,000* 4,000	**$ 21.00 m** *10.50 s* 6.00 d	**$50,000** *25,000* 5,000	**$ 26.00 m** *13.00 s* 7.50 d
30 — 39	**$10,000**	**$ 7.00 m**	**$20,000**	**$13.00 m**	**$30,000** *15,000* 3,000	**$ 19.00 m** *9.50 s* 4.50 d	**$40,000** *20,000* 4,000	**$ 25.00 m** *12.50 s* 6.00 d	**$50,000** *25,000* 5,000	**$ 31.00 m** *15.50 s* 7.50 d
40 — 49	**$10,000**	**$15.00 m**	**$20,000**	**$29.00 m**	**$30,000** *15,000* 3,000	**$ 43.00 m** *21.50 s* 4.50 d	**$40,000** *20,000* 4,000	**$ 57.00 m** *28.50 s* 6.00 d	**$50,000** *25,000* 5,000	**$ 71.00 m** *35.50 s* 7.50 d
50 — 59	**$ 6,000**	**$24.00 m**	**$12,000**	**$47.00 m**	**$18,000** *9,000* 3,000	**$ 70.00 m** *35.00 s* 4.50 d	**$24,000** *12,000* 4,000	**$ 93.00 m** *46.50 s* 6.00 d	**$30,000** *15,000* 5,000	**$116.00 m** *58.00 s* 7.50 d
60 — 69	**$ 4,000**	**$36.00 m**	**$ 8,000**	**$71.00 m**	**$12,000** *6,000* 3,000	**$106.00 m** *53.00 s* 4.50 d	**$16,000** *8,000* 4,000	**$141.00 m** *70.50 s* 6.00 d	**$20,000** *10,000* 5,000	**$176.00 m** *88.00 s* 7.50 d
Over 70	**$ 1,000**	**$32.00 m**	**$ 2,000**	**$63.00 m**	**$ 3,000** *1,500* 1,500	**$ 94.00 m** *47.00 s* 2.25 d	**$ 4,000** *2,000* 2,000	**$125.00 m** *62.50 s* 3.00 d	**$ 5,000** *2,500* 2,500	**$156.00 m** *78.00 s* 3.75 d

	Schedule 6		Schedule 7		Schedule 8		Schedule 9		Schedule 10	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	**$ 60,000** *30,000* 6,000	**$ 31.00 m** *15.50 s* 9.00 d	**$ 70,000** *35,000* 7,000	**$ 36.00 m** *18.00 s* 10.50 d	**$ 80,000** *40,000* 8,000	**$ 41.00 m** *20.50 s* 12.00 d	**$ 90,000** *45,000* 9,000	**$ 46.00 m** *23.00 s* 13.50 d	**$100,000** *50,000* 10,000	**$ 51.00 m** *25.50 s* 15.00 d
30 — 39	**$ 60,000** *30,000* 6,000	**$ 37.00 m** *18.50 s* 9.00 d	**$ 70,000** *35,000* 7,000	**$ 43.00 m** *21.50 s* 10.50 d	**$ 80,000** *40,000* 8,000	**$ 49.00 m** *24.50 s* 12.00 d	**$ 90,000** *45,000* 9,000	**$ 55.00 m** *27.50 s* 13.50 d	**$100,000** *50,000* 10,000	**$ 61.00 m** *30.50 s* 15.00 d
40 — 49	**$ 60,000** *30,000* 6,000	**$ 85.00 m** *42.50 s* 9.00 d	**$ 70,000** *35,000* 7,000	**$ 99.00 m** *49.50 s* 10.50 d	**$ 80,000** *40,000* 8,000	**$113.00 m** *56.50 s* 12.00 d	**$ 90,000** *45,000* 9,000	**$127.00 m** *63.50 s* 13.50 d	**$100,000** *50,000* 10,000	**$141.00 m** *70.50 s* 15.00 d
50 — 59	**$ 36,000** *18,000* 6,000	**$139.00 m** *69.50 s* 9.00 d	**$ 42,000** *21,000* 7,000	**$162.00 m** *81.00 s* 10.50 d	**$ 48,000** *24,000* 8,000	**$185.00 m** *92.50 s* 12.00 d	**$ 54,000** *27,000* 9,000	**$208.00 m** *104.00 s* 13.50 d	**$ 60,000** *30,000* 10,000	**$231.00 m** *115.50 s* 15.00 d
60 — 69	**$ 24,000** *12,000* 6,000	**$211.00 m** *105.50 s* 9.00 d	**$ 28,000** *14,000* 7,000	**$246.00 m** *123.00 s* 10.50 d	**$ 32,000** *16,000* 8,000	**$281.00 m** *140.50 s* 12.00 d	**$ 36,000** *18,000* 9,000	**$316.00 m** *158.00 s* 13.50 d	**$ 40,000** *20,000* 10,000	**$351.00 m** *175.50 s* 15.00 d
Over 70	**$ 6,000** *3,000* 3,000	**$187.00 m** *93.50 s* 4.50 d	**$ 7,000** *3,500* 3,500	**$218.00 m** *109.00 s* 5.25 d	**$ 8,000** *4,000* 4,000	**$249.00 m** *124.50 s* 6.00 d	**$ 9,000** *4,500* 4,500	**$280.00 m** *140.00 s* 6.75 d	**$ 10,000** *5,000* 5,000	**$311.00 m** *155.50 s* 7.50 d

**Age of member at time of claim
†Based on age of member on each due date

KEY
m = **Insured member's information shown in bold**
s = *Insured member's spouse information shown in italic*
d = Insured member's dependent children information shown in regular

Policy Form 31300 GEN AS5-704

Underwritten by:

Prudential

The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES

NEA...Working together

NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

That's right, with your Association's AD&D program, $19 a year provides $130,000 of coverage for losses resulting from certain accidents—$30,000 for *any* covered accident (see benefits chart). Select the entire coverage for yourself or split it between you and your eligible dependents: the contribution remains the same. And, as a unified member, you are eligible for this protection at attractive group rates—and there's no medical examination to enroll! Just look at the chart below to see the outstanding benefits of enrolling in this plan, underwritten by The Prudential Insurance Company of America.

AD&D BENEFITS ARE PAYABLE AS FOLLOWS:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Increasing benefits . . . an added benefit of unified membership," up to a maximum of $50,000 for each member.

Add $4 for optional disability protection!

If you are under age 60, for just $4 more per year, you can have the additional protection of a special Disability Benefit along with the basic AD&D coverage. This optional benefit assures you an income of $500 a month if you become totally disabled within 30 days after and as a result of an accidental injury. And it is payable *regardless* of any other coverage you may have.

This special benefit is for members only, and the injury must occur while you are insured for this benefit and before you reach age 60. Benefits begin after the 26th week of total disability and are payable while you remain totally disabled up to ten years or until age 65, whichever comes first.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training, or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Increasing benefits…an added benefit of unified membership.

You are entitled to even greater AD&D benefits for certain accidents when you remain continuously insured as a member under this plan for up to five years. The benefit payable to you for an accident on a public conveyance will increase $10,000 on each anniversary of your effective date of coverage (occurring after October 1, 1975) up to a maximum of $50,000. For example, after five years, a "Member Only" would be insured for $180,000: $130,000 + $50,000!

Important facts about AD&D coverage:

AD&D benefits—In any one covered accident, one-half the full benefit amount is payable for loss of one foot, one hand or sight of one eye. The full benefit is payable if death or more than one such loss results from the same accident. For persons under age 70, AD&D benefits are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

*Time limitations are not applicable in Pennsylvania.

Eligibility—All unified members are eligible. Eligible dependents include: your spouse (unless legally separated); all unmarried children (including legally adopted, foster and step-children) between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. No one is eligible for dependent insurance while in active military service. Dependents coverage may be included when you enroll or at any time thereafter. Once dependents coverage is in effect, newborn children are automatically insured at the age of two weeks. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

A dependent's coverage will remain in effect until eligibility requirements are no longer met or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the unified association and continue to make your annual contribution. In the case of your death, your spouse will have the opportunity to arrange continuance of coverage for your covered dependents at that time until they are no longer eligible.

It's a fact: accidents do happen...

And they *can* involve you or someone you love. So think about the security offered by the full AD&D program with optional disability. Remember:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage, although the optional Disability Benefit is limited to unified members under age 60.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid no matter what other insurance you have.

Take advantage of this outstanding Association benefit. Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 with optional disability. Your insurance will become effective upon receipt of your initial premium payment and acceptance of your enrollment form by Prudential.

Exclusions:

Optional Disability Benefits are not paid until after the 26th week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

The program does not cover losses, or disability where applicable, resulting from: suicide or its attempt; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft, or if aircraft, it is being used for test or experimental purposes.

*Time limitations are not applicable in Pennsylvania.

Underwritten by

Prudential

The Prudential Insurance Company of America
Licensed in all states.
Principal Office, Newark, New Jersey

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NEA...Working together

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ENROLLMENT FORM

R 4-81

NEA Accidental Death & Dismemberment Program
P.O. Box 433, Fort Washington, Pennsylvania 19034

Statements By Member To Be Insured
(Please print all answers)

NAME: ______________________________
Last First Middle Initial

DATE OF BIRTH: ______________________________
Mo. Day Year

RESIDENCE: ______________________________
Street

____
City State Zip Code

BENEFICIARY AND RELATIONSHIP
(example Mary A. Doe, NOT Mrs. John Doe)

____
First Middle Initial Last

____
Relationship

ARE YOU A NEA MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:
☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60
☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED:
(please check one)
☐ Member only
☐ Member and spouse
☐ Member and each eligible child
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the NEA Members Insurance Trust. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______________________________ 19____

SIGNATURE OF MEMBER ______________________________

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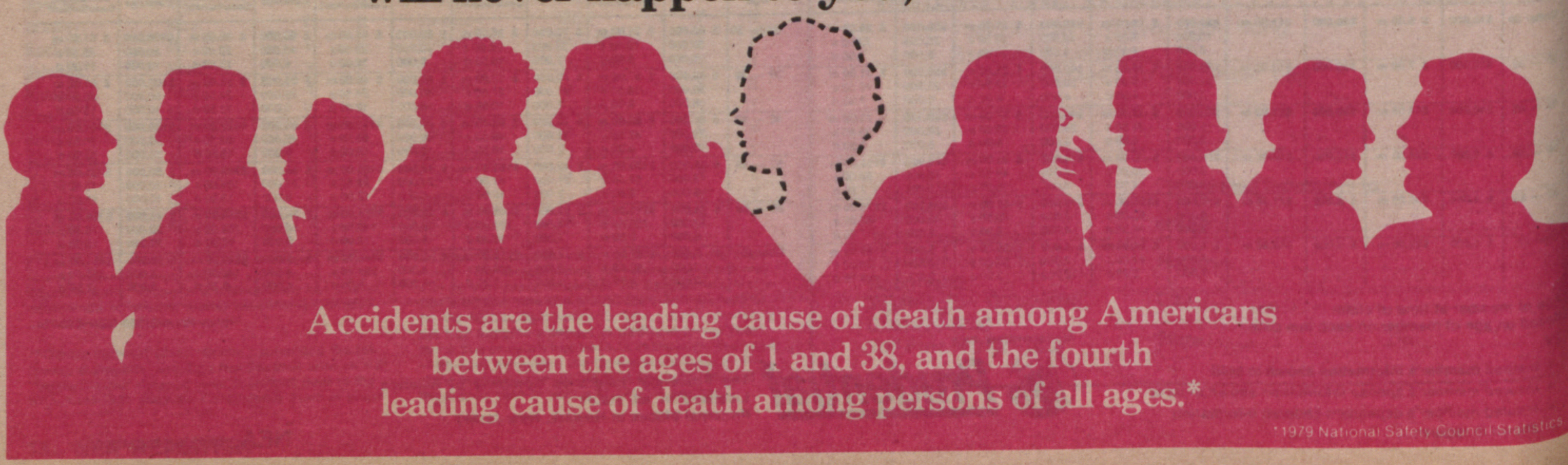

Accidents are the leading cause of death among Americans between the ages of 1 and 38, and the fourth leading cause of death among persons of all ages.*

*1979 National Safety Council Statistics

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YOUR TURN

Those educational consultants' fees could be put to better use

by Rosemary Buchanan

Look under the umbrella of inservice or staff development, somewhere in the scramble of teacher licensing, certification, testing, and workshops, and in most school districts you'll find the educational consultant. He or she is the "expert" brought in for a day or two to "help" us.

Nearly every consultant is an education professor or ex-teacher with impressive degrees. Often they have published books or at the very least some journal articles. Invariably, they are born mixers with ingratiating smiles who get paid very well for their time. All in all, it doesn't sound like a bad life, and the rewards and status make many teachers aspire to join the consultants' ranks.

I'm not criticizing anyone's credentials, good intentions, or educational theories. Consultants are sympathetic toward our local difficulties, and they confirm our suspicions that teachers elsewhere are struggling with the same concerns. They remind us of the big world out there where exciting and innovative things are happening.

Occasionally a very sincere and hard-working consultant even manages to inspire me for a day or two. However, most consultants seem like twinkling stars in my earthbound milieu. All too often these "stars" become meteorites with attendant burnt ash and dashed hopes.

I am convinced that I could do more good with the money my district spends for a consultant, as well as the time I spend listening to him or her. Give me that fee to spend as I see fit for the students in my classroom, and watch me excel all year, not just for a day! Give me the time spent listening to his presentation to grade my papers and work with my students!

No one can assess a specific school and the needs of its staff in a day or two, no matter how gifted he is or how hard she tries. The minimum requirement would be at least one week back in the classroom actually teaching those squirming eighth graders, filling out attendance reports, and adjusting to the fluctuating bell schedules and unannounced assemblies.

Consultants *know* about these conditions in a general way, but they don't have to deal with them on a daily basis in a particular school. After an apprenticeship that also included spending some time in the teachers' lounge, *perhaps* a consultant could begin to analyze what makes that school tick and what its specific problems are. Only then could that person offer really sound advice.

A school's own staff, if encouraged to pool their resources and help each other, could replace most of the consultants school districts now hire. Here in Florida, where teachers tend to come from all over the country, faculties include people with varied educational backgrounds. They have taught previously in schools in other states and bring a variety of perspectives to their jobs. These individuals could offer surprisingly creative suggestions if only they were encouraged to do so.

If the administration sincerely solicited information and suggestions, schools could be improved from within. Granted, most teachers don't have time to produce elaborate assemblies, structured workshops, or special presentations. But they do have opinions about how to improve their school.

No outside "expert" is needed to say what's wrong or right in a given school. The people there already know.

Teachers should also be encouraged to improve their skills on their own. I have been denied the time off—never mind the reimbursement—to attend conferences and national conventions being held close to my home. Yet had I been given the opportunity to attend them, I could have passed on my findings and renewed enthusiasm to the other teachers in my department—for less than the price of a consultant.

By their very nature, consultants must remain generalists, while what most schools need are their own specialists. Recently I noticed that the supposed "curriculum authority" hired for our inservice day acted more like a group therapist. His contribution consisted of listening to us air our gripes.

The reading specialist was long on diphthongs and Frye scales but short on approaches to teaching medicine bottle reading, as required under Florida's minimum competency standards.

The consultant brought in to talk about human relations spoke to a faculty that hadn't had an in-group fight in years. Now if she had just gone out in those halls with the kids!

Did any of our three consultants eat in the school cafeteria? Of course not! They went out for lunch, I guess to view the community.

Meanwhile, I'm in here with the kids. Give me my time and the consultant's pay and I'll run with it. I dream about 15 new textbooks, or 50 lively posters, or one classic film rental, or enough stationery and stamps for parent letters, or one modest field trip, or three new filmstrips or cassettes for the media center, or a new file cabinet and folders, or a reading kit, or attending my subject area's convention, or a raise in my salary. . . .

Many times consultants present ideas on Friday that are lost or forgotten in the Monday morning muddle. There's no long-range effect.

School districts, please reconsider. The money being used to hire consultants could be better spent elsewhere. ☐

A 17-year teaching veteran, Rosemary Buchanan is a reading lab teacher at Glades Central Community High School in Belle Glade, Florida. A life member of NEA, she also belongs to the National Council of Teachers of English and the International Reading Association.

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Federal aid to schools

John McConnell's letter in the March issue . . . names programs for "LD, gifted, special reading, etc." as being examples of federal intrusion into education.

His classroom, I take it, is a paradigm of inclusiveness, exemplary and self-sufficient. I take it that he on his own teaches LD, EH, ESL, EMR, TMR, gifted, blind, deaf, and such, in addition to what he is contracted to teach, and that extra programs are therefore superfluous. Wow! What prowess!

Unfortunately, other elementary and secondary regular educators don't have Mr. McConnell's genius. Were it not for some federal intervention, many students would be written off, ignored, frustrated, broken, removed . . . like they were in the "good ol' days" before federal intrusion. . . .

There is a self-centered attitude which can be found gnawing away today at everything that the human rights struggle accomplished over several yesterdays. If there is waste in education, if there is incompetence, let us call them by name and remedy them. Yet let us never be guilty of injustice as we do so.

Denis Wichar
Vancouver, Washington

Methinks ye blow your educational horns too loudly. All noise for petty projects and programs and no beat for actual learning.

Three cheers for the President's whittling of programs.

Frances A. Sypniewski
Planada, California

Granted that federal budget cuts are imminent under the Reagan administration! Is this truly the doomsday you are reporting?

I have firm faith in the humanity of my "hard pressed" local system. It has failed me less often than the federal government. . . .

Do you actually believe . . . local systems are insensitive to handicapped students? Are they actually ready to refuse food to the hungry?

I believe when the hour arrives that administrators, school boards, teachers, parents, and students no longer have federal bureaucrats for scapegoats, we will be forced by the humanity within our souls to face problems; tax, if necessary; discuss openly; fight bitterly; and finally solve local problems more effectively.

Peggy Hamil
Friona, Texas

Ask not what I can do for myself or my government but only what my government can do for education! This is what I hear loud and clear from my April-May *NEA Reporter.*

From my citizen, rather than teacher, point of view—I DISAGREE WITH YOU.

Mary Alice Aguilar
Chesapeake City, Maryland

NEA and social problems

Educators who prefer that the NEA focus its energies on education rather than on a variety of social issues are now lumped together as a class of "mechanics" guilty of "simplistic and ignorant" thinking.

[Perry Miller's] letter in your March issue demonstrates the kind of subtle presumption common among those who make social change their hobby. . . . These hobbyists crusade for dramatic and often far-reaching solutions to specific problems and assume what they advocate will improve the "social order in which we live."

Topics such as ERA, lettuce boycotts, and women in the military do concern teachers, but the primary concern of the NEA is education and it should not allow itself to be used by crusaders seeking political clout in favor of their hobbies.

Ron White
Wewoka, Oklahoma

Summer's here!

I have come up with a definition that I think would appeal to most of your hard-working readers near the end of the school year.

'A teacher's summer vacation: the no-bell peace prize.'

Judith F. Burdick
Salinas, California

NEA
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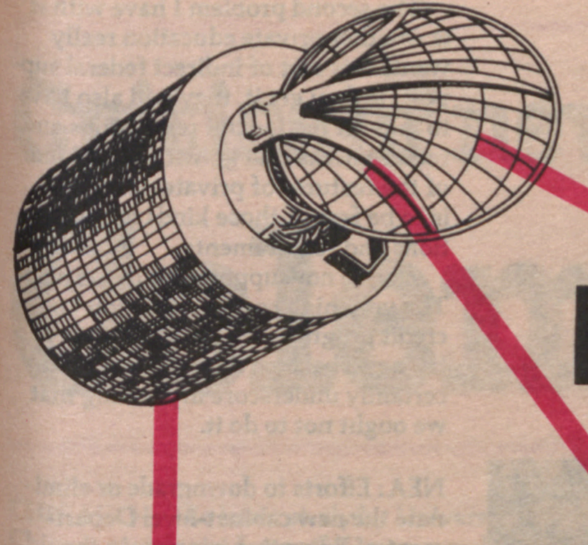
Design by **William J. Kircher & Associates.** Photo credits: page 1 **Nancy Warnecke,** *The* (Nashville) *Tennessean;* page 3 (upper and lower left) **Joe Di Dio,** (upper right) **Deborah Ellison;** page 4 **Joe Di Dio;** page 5 **National School Boards Association;** page 6 **Richard Mansur;** page 7 **Lorraine Loviglio;** page 8-9 **Nancy Warnecke;** page 9 (top) **Arnie Weissman;** page 13 (left) **Joe Di Dio,** (right) **Nancy Harris.**

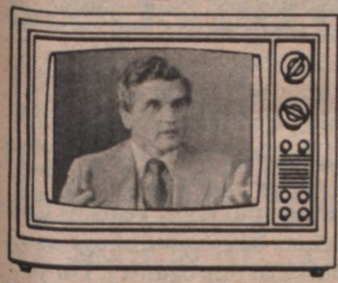
Contributing writers: page 6 (top) **Ned Hopkins;** page 7 (top) **Debra Lee,** (bottom) **Bridget Carson;** page 8-9 **Barbara Lawless.**



Satellite links leaders nationwide

NEA affiliates fight crippling education budget cuts...

NEA teleconference included a panel discussion on the impact of the federal budget cuts on local schools. Panel members, from left, were Ernestine Madison of Mississippi, Ed Foglia of California, Keith Geiger of Michigan, moderator Bob Harman of NEA Communications, Carol Doherty of Massachusetts, and Art Kennedy of Florida.



A satellite 22,000 miles up relayed the signal to "receiving dishes" at some 50 conference sites across the country. Above, NEA President Willard McGuire appears on the screen as the historic teleconference begins.

WASHINGTON, D.C.—Threatened with a double tidal wave of federal and state funding cutbacks that could sink the public schools in many districts, NEA and its affiliates, together with allied organizations around the country, waged an intensive effort this spring to alert Congress and the public to the real human costs of severe budget reductions.

Contact teams from every U.S. congressional district paid calls on Capitol Hill to ask their senators and representatives to stand up against education cuts that go much deeper than the cuts other governmental programs are being asked to bear under President Reagan's budget.

The NEA teams told their congressional representatives that teachers agree with the need for a healthier economy but support a different way to get there. Federal investment in education pays for itself many times over through increased tax revenues and greater productivity, team members argued.

As a follow-up to this intensive grassroots lobbying effort, NEA put together an unprecedented transcontinental "teleconference" to bring state association leaders up to date on the federal budget crisis. A closed-circuit television hookup, via satellite, brought together top NEA officials and their counterparts at the state level. Pictures and sound were beamed "live" from a suburban Washington, D.C., TV studio to some 50 educational television stations and other specially wired sites, where nearly 1,000 conferees and their guests, including governors, legislators, and state education officials, were gathered to watch and listen—and to phone in their questions and comments.

Breaks in the teleconference allowed each state group to caucus and come up with an action plan for battling the cuts.

Association activists in Connecticut appeared on radio talk shows to discuss the budget. Teachers in Maryland, Delaware, Oklahoma, New York, and elsewhere organized public hearings on the budget—or testified at hearings sponsored by other groups. A number of associations put together news conferences and news releases to enlighten reporters to the impact of federal dollars on school programs. Still others mounted letter-writing campaigns—either to Congress or to local newspaper editors.

In every state, members of Congress who went home for the Easter recess got the "save our schools" message, thanks to personal visits and phone calls from teacher constituents and their parental and community allies. NEA kept the pressure on right down to the afternoon of the House vote on the budget resolution, but it was a losing battle. ☐

...but Congress lowers the boom

WASHINGTON, D.C.—Despite the best efforts of NEA and other education groups, both the House and the Senate have now okayed the massive cuts in federal aid to education proposed by President Reagan.

"This Reagan budget passed by Congress is going to turn the clock back on 50 years of social progress," NEA President Willard McGuire predicted. "It's going to inflict heavy damage on classrooms all around the country—and especially on the poor and disadvantaged."

The approved plan slashes more than $4.5 billion from education for the 1982-83 school year. At press time the House had also voted to withhold some $1.3 billion in education funds already appropriated for the 1981-82 school year.

"The cuts will translate into pink slips for nearly 200,000 public school employees," McGuire said, "as well as the dismantling of many special programs and a dramatic increase in class size in thousands of schools."

With double-digit inflation, federal education aid would have had to *increase* by 10 percent just to keep even. Instead, the Reagan plan—

► Cuts federal aid programs for the poor, handicapped, and disadvantaged by 25 percent.

► Cuts child nutrition programs by 35 percent, enough to nearly double the price of a school lunch in many districts—and enough to destroy the school lunch program in others.

► Cuts impact aid by 45 percent.

In higher education, the budget plan cuts more than $3 billion in federal college grants and loans. Most middle-income parents will no longer be able to qualify for federal loans for their college-bound children.

Last month's congressional action creates a working budget for the appropriations committees in both houses as they meet over the summer to allocate funds for specific federal programs. NEA will be keeping pressure on these committees to prevent the public schools from being shortchanged even further during this crucial process. Final budget totals will be set in September.

Other bills damaging to public education may be coming before Congress soon, including tuition tax credits for private school parents. NEA congressional experts fear that President Reagan, fresh from his budget triumph, will now move quickly to force the rest of his Administration's anti–public education agenda through Congress. ☐

"If there were ever a time for people who are motivated by public service . . . to be involved in the political process, now is the time."

House leader spells out support

This is the second in a series of "NEA Reporter" colloquies with key figures on the national political scene. Rep. James Jones, an Oklahoma Democrat, chairs the powerful Budget Committee of the House of Representatives. He emerged this spring as one of the most effective critics of President Reagan's budget plan to slash federal aid to education and other social programs. The "Reporter" spoke with Jones in his Capitol Hill office, shortly before the House began its debate on next year's federal budget.

NEA: As a White House aide during the Johnson years, you helped create many of the education, nutrition, job training, and other programs the Reagan Administration would now like to scrap. More recently, you've been representing a very conservative Oklahoma congressional district that tends to oppose "big government," and the press has termed you a "pragmatic conservative." Now, because of your refusal to go along with the Reagan economic package, the National Conservative Political Action Committee has named you a top target for defeat in the 1982 elections. Are you worried?

REP. JONES: I was brought up by a father who had very little formal education but a lot of common sense, and he said to think through a problem, get all the information you can, and then do what you think is right and you'll be supported most of the time. I've done that on this and so I don't worry. I would worry if I thought we had done a slipshod job or were not presenting a program that made common sense. But I believe we're right. Take them as they come.

NEA: With today's sluggish economy and the widespread restrictions on state and local taxes and spending, is it realistic to expect states and municipalities to be able to make up for lost federal aid dollars?

REP. JONES: Let me observe first of all that I think we have wasted a lot of money on federal programs and it *is* time to restrain growth in federal spending. It's a question of whether or not you overdo the restraints in the same fashion that we overdid the spending. I think that a lot of the reductions in spending will not be missed at all and will not force a tax increase at the state and local levels.

However, certain basic programs of health care for the poor, education for all citizens, job training—those kinds of programs are going to continue and somebody's got to pay the bill. If we cut too deeply in the broad-based federal tax support, then we're going to force an increase in property taxes at the state and local level or an increase in income taxes at the federal level and when we do that, that is more inflationary.

The other alternative is not to provide an adequate education or not to train the structurally unemployed, and to keep them perpetually on welfare and in delinquency and in crime. I don't think that's an acceptable alternative.

NEA: One program that accounts for a very small portion of the federal budget, but looms very large for teachers, is funding for teacher centers. If Congress goes along with the Administration's consolidation proposals, this program—along with over 40 others—will be folded into a single education block grant to each state, with 25 percent fewer total dollars. The likely scenario in most states is that teacher centers would not be funded at all. Can teachers count on your support in the battle to keep teacher center funding alive as a separate federal program?

REP. JONES: If all teacher centers are as good as the one in Oklahoma seems to be, I would want to fight for them. I'm not an expert on teacher centers. I have talked to teachers in Oklahoma who are very complimentary of the program in Stillwater, but I have not visited it myself and I don't know how they are in other states.

I'm not at all sure that the block grant proposal is going to fly. The budget committee did not take a position on it and there are strong feelings in the committees in Congress that the block grant program may not be the best approach for the job—for education. So I don't know where I will ultimately come out on this; it is something that I'd like to know more about.

NEA: Several bills calling for the creation of tuition tax credits for parents who choose to send their children to private schools will eventually be coming before the House Ways and Means Committee. You're a key member of that panel. What stand will you take?

REP. JONES: I voted against tuition tax credits for elementary and secondary education when this issue came up three or four years ago. I did so for a variety of reasons. For one thing, I questioned the constitutionality of it. Subsequent to that vote in the Ways and Means Committee, the Supreme Court has basically affirmed a lower court decision that says any form of tuition tax credit for private education would not be constitutional.

The second problem I have with it is whether private education really wants this sort of indirect federal support. If they get it, they will also have to take all the federal regulations and requirements that go with it, and one of the features of private education is to be free of those kinds of regulations and requirements.

So I've not supported it in the past. The very high costs of a tuition tax credit program at a time when we're trying to balance the budget would certainly underscore my feeling that we ought not to do it.

NEA: Efforts to downgrade or eliminate the new cabinet-level Department of Education are now in the works. What are your perceptions of this year-old agency, and what is your position on it?

REP. JONES: I voted for the Department of Education. My perceptions are mixed, quite frankly. It's really never had much of an opportunity to show its purpose or to be organized up to this point. I personally think education ought to have a seat at the cabinet table.

I question one particular regulation that was proposed by the Department, and that was the one on bilingual education. I think that communications and the English language are the most important tickets to advancement that any child can have, and if a child is not assimilated into proper English language education then you are perpetually keeping that child in second-class status, and I don't think that's fair.

But I think the Department of Education by and large could be a very helpful thing for education. I support it and will continue to do so.

NEA: During your eight years in Congress, teachers have come of age as a political force in this country. Do you support political activism by teachers?

REP. JONES: Yes! We've had very good political support from teachers in the Tulsa metropolitan area, in terms of both financial and personal support—volunteer work and things of that nature, and they've been very effective.

I think that teachers have as much at stake in the political system as any other group of individuals, or more. I believe that education is a fundamental purpose of government, and if the teachers don't become active in government, they're going to abdicate to others the decisions on the fundamental purpose of education.

NEA: Do you have any final words of advice for teachers in this current budget-slashing climate?

REP. JONES: I would say that for teachers now is the time to get into the game with both feet. If there were ever a time for people who are motivated by public service, as teachers are, to be involved in the political process, now is the time. I'd urge teachers to contact their congressmen and senators and tell them in no uncertain terms what they believe their federal government ought to be doing in terms of spending, taxes, and budgeting, and what the priorities are for this. ☐

Critics of new Coleman report include...
Coleman himself!

CHICAGO—The latest study by University of Chicago sociologist James Coleman, concluding that private high schools are better than public, has drawn sharp criticism from social scientists around the country.

One called Coleman's failure to weight the two different student populations for socioeconomic background and other variables "an elementary methodological no-no." Others argued that Coleman's research methods were faulty in so many ways that no sound conclusions can be drawn.

Ironically, Coleman himself has already conceded that his report did not emphasize his most significant findings and that the data on which it was based were flawed. In a *New York Times* interview in April, he acknowledged, "Good public schools do just as well as those in the private sector. It is not insignificant that [the characteristics of effective schools] are more often found in the private sector, but if I were writing the report again I would focus more on how public policy can help schools in both sectors to be more effective."

The damage may have been done, however. Coleman's findings have been widely reported in the news media, further eroding public confidence in—and governmental support for—the public school system.

Coleman's study, financed by the National Center for Educational Statistics, states that poor and minority students would benefit more from a tuition tax credit or voucher system than would whites. The report was "misleading," he now admits, about the assumptions on which he based this statement. Coleman has long been an advocate of vouchers and tuition tax credits.

He first came to national attention for his 1966 research on school integration—the findings of which were later reversed by other researchers and in time by Coleman himself.

Speaking to a national conference of educational researchers this spring, Coleman acknowledged that while private school students did better than their public school counterparts on math and vocabulary tests in his latest study, he had been unable to find any significant difference on reading tests—even with his populations unweighted for socioeconomic and other variables.

Meanwhile, a new National Assessment of Educational Progress, released this spring by the Education Commission of the States, has concluded that differences in reading performance between public and private high school students all but vanish when adjusted for family background. ☐

NEA-PAC steps up efforts to build '82 war chest

WASHINGTON, D.C.—A plan to boost fundraising efforts for the 1982 congressional elections was passed in April by the NEA-PAC Council, the decision-making body for the Association's independent Political Action Committee.

Adopting the theme, "NEA-PAC: Education's Defense Fund," the Council okayed a stepped-up program of personal appeals, telephone and direct mail solicitations, raffles, conferences, and a special "NEA-PAC Day" in every state.

The Council also agreed to ask Association members for a voluntary annual contribution of $10 each to NEA-PAC, beginning in the 1983-84 membership year.

Over the past decade, NEA members have distinguished themselves in every aspect of American politics *except* fund-raising. The move to give this effort higher priority among Association activities comes as congressional supporters of public education are already being targeted for defeat in 1982 by well financed groups that aim to divert public funds away from the public schools to support private and parochial alternatives.

Comments NEA President Willard McGuire, who chairs NEA-PAC, "With enormous amounts of money being poured into campaigns to unseat dedicated friends of public education, our supporters will need all the financial help they can get to win reelection. The NEA-PAC Council's actions are a good start, but the results depend on every Association member. We must all pitch in and help."

Only contributions made directly to NEA-PAC can be used to assist candidates in federal elections. NEA-PAC collects contributions from Association members and uses those funds to help elect friends of education to federal office. Contributions are voluntary and are not a condition of membership in the NEA or any of its affiliates. ☐

Standardized test-makers have too much influence on the whole educational process, NEA Vice-President Bernie Freitag (left) tells Educational Testing Service Vice-President Winton Manning in debate at recent National School Boards Association convention in Dallas.

Major victory for truth in testing

College Board to grant access to SAT questions and answers

NEW YORK CITY—Under intense pressure from truth-in-testing proponents, including the NEA, the College Entrance Examination Board has reversed its long-standing policy on test disclosure.

Starting next fall, students who take the Scholastic Aptitude Test (SAT) on certain dates will be able to verify their scores by requesting—for a fee—copies of the questions, the answers they marked, and the correct answers. Tests given on other dates will remain secret.

The new policy in effect makes New York State's existing SAT "sunshine" law the national standard.

However, this policy could be withdrawn at any time, points out New Jersey State Senator Francis Herbert. A high school English teacher and member of the New Jersey Education Association/NEA, Herbert is sponsoring a bill that would give New Jersey students at all levels access to the questions and answers on *any* standardized test they have taken.

"Children of any age can be psychologically scarred by a poor or misscored test," he notes. "And as a teacher, I know a test is also a teaching tool. Children need to see where they're weak, where they need to work."

Recent cases in which two students given post-test access to their college admissions exams proved that their "wrong" answers were actually correct have forced the Educational Testing Service to raise thousands of SAT and PSAT scores. Such cases may multiply next year as many more students are able to scrutinize their exams.

Elsewhere on the testing front, the Federal Trade Commission has completed its four-year study of commercial coaching for the SAT. The FTC found that coaching can improve students' scores by as much as 50 points (25 points each on the mathematical and verbal sections of the test).

NEA had already obtained the FTC's basic statistical data on coaching more than a year ago under the federal government's freedom of information act.

The FTC has now turned its findings over to the U.S. Department of Education for study of their "far-reaching implications," including—

► The meaningfulness of a test designed to measure verbal and math abilities developed over a lifetime, if scores can be raised significantly by a few weeks or months of coaching.

► The fairness of such a test, if coaching is not equally available to every student because of its expense. ☐

NEA AFFILIATES IN ACTION

CALIFORNIA: San Francisco teachers choose NEA

SAN FRANCISCO—Teachers here ousted an American Federation of Teachers local and chose an NEA affiliate as their collective bargaining agent in a representation election in May.

The vote was 1,771 for the San Francisco Classroom Teachers Association to 1,612 for the San Francisco Federation of Teachers. The bargaining unit totals almost 4,400.

The AFT affiliate had won the right to represent teachers in a 1977 election here. But during the federation's four-year tenure, over 1,000 teachers were laid off; salaries fell sharply behind those paid teachers in other northern California school systems; class size mushroomed; teachers were denied legal help; and a bitter six-week strike produced more losses than gains.

"The teachers of San Francisco decided that more of the same just wasn't good enough anymore," explains SFCTA President Judy Dellamonica.

"The local federation's leaders were inept at the bargaining table, and their state and national organizations could not provide them with the back-up services that negotiating teams need—budget analysis, for example, and other forms of bargaining research."

One consequence of the AFT's "inept" bargaining was that teachers here received pay hikes averaging a mere 4.2 percent the past four years. During the same period, teachers represented by California Teachers Association/NEA affiliates averaged salary increases of 7.8 percent a year.

"The AFT didn't even keep track of what the school board was doing with its money," Dellamonica points out. "In 1976-77, 49.6 percent of the board's budget went into teacher salaries. Today, after four years of AFT bargaining, teacher salaries account for only 41.5 percent of the budget.

"The 8.1 percent that the federation permitted the board to take away from us amounts to $3,298 per teacher this year. And that is almost exactly how far our salaries have fallen behind those of teachers represented by NEA."

One reason local AFT negotiating teams receive so little help from their national organization is that the AFT has diverted a substantial part of its resources to raiding unions of nonschool workers—to recruiting, as AFT members, people who work in law enforcement agencies, hospitals, off-track betting parlors, shipyards, sanitation departments, and other enterprises entirely outside the field of education.

Notes Ed Foglia, president of the California Teachers Association, "Teachers in San Francisco realized they needed to be united with their 150,000 colleagues in the California Teachers Association and their 1.7 million fellow school employees in NEA. Even some of the staunchest AFT members have dropped out of the federation since it ceased to be a union of school employees."

In a second California representation election on the same day, the Burbank Teachers Association/CTA/NEA turned back an AFT attempt at decertification. Teachers gave the NEA local 322 votes to 212 for the AFT affiliate.

Statewide, locals affiliated with NEA and the California Teachers Association now represent 192,050 teachers in 844 school districts. AFT affiliates represent 25,896 teachers in 50 systems. Another 32,000 school employees, in Los Angeles, are represented by a local affiliated with both national organizations. ☐

MISSOURI: 6,000 storm state capitol over funding; Wellston teachers vindicated at last

JEFFERSON CITY—More than 6,000 teachers poured into the state capitol here recently to rally in support of a one-cent sales tax increase being considered by the state legislature. If passed by both houses and approved by the voters, the measure would generate more than $300 million a year for education.

Although Missouri ranks 14th in the nation in personal income, it ranks 50th in support for education. The penny increase in sales tax would more than offset the upcoming $80 million cutback in federal aid to Missouri schools and would prove the state's commitment to public education, explains Missouri-NEA President Ron Boeth.

Half of the money from the sales tax increase would be used to roll back local property taxes; the other half would go directly to schools through the state funding formula.

Meanwhile, in suburban St. Louis, a new era for teacher–school board relations is dawning. Working with local parents, members of the Wellston Community Teachers Association (WCTA)—who were fired after going out on strike last spring—helped elect two new school board members in an April election, giving pro-Association forces a 4-2 majority.

Wellston's 11-month teacher strike was the culmination of years of frustration and resentment over the school board's total lack of responsiveness to teacher and student concerns. Issues included the substandard condition of the four school buildings, the district's refusal to set up remedial programs in math and reading even though federal money was earmarked for that purpose, and the lack of teaching materials.

Parents and teachers worked together canvassing, phoning, and putting up signs to elect Betty J. Frye and Beulah Smothers to the board. Their hard work paid off—the two won 75 percent of the vote.

SONS OF FREE MEN CANNOT BE TAUGHT BY SLAVES
PUBLIC EDUCATION IS NOT FREE
APPLES DON'T PAY THE BILLS

St. Louis area teachers express their dissatisfaction with education funding in Missouri. Joining the thousands of M-NEA activists who demonstrated at the capitol were school board members and administrators from around the state.

After they were sworn in, the school board's first action was to send dismissal notices to all of the substitute teachers who had replaced the striking staff. At press time the board was expected to offer contracts to all 60 teachers who formerly worked in the district.

The board has also fired executive general manager Richard Fulton, the self-appointed "czar" of the district, to comply with a circuit court judge's order that had been ignored by the old board. Teachers are elated; they trace most of the district's problems to Fulton's mismanagement and high-handed tactics.

WCTA members are grateful for the many expressions of support they received as a result of state and national Association publicity. Contributions totaled nearly $8,000. "Without the psychological and financial help of so many people," UniServ Director Mike Bingman reports, "we would never have survived the year." ☐

WYOMING: Association backs new plan to let all schools share energy wealth

CHEYENNE—The recent discoveries and development of coal, oil, and gas reserves in some parts of Wyoming are bringing mineral-rich school districts up to 27 times the wealth of poorer districts—a disparity that has caused the state supreme court to declare Wyoming's method of funding schools unconstitutional.

The court ruled that school funding should be based on the wealth of the state as a whole, not on the wealth of a particular district. The 49 districts here depend heavily on local and county property taxes.

Now the Wyoming Education Association (WEA/NEA) and other groups are working with the state legislature to come up with a more equitable way of funding schools in time to meet the court's July 1983 deadline. "We certainly have the financial resources available to guarantee all children quality as well as equal educational opportunity," comments WEA President Bob Leinius.

WEA's delegate assembly recently set criteria for any new school finance plan, calling for equity in assessing and taxing property, provision for some local control, and maintenance of high educational and professional standards. The new distribution formula should also consider differences in local school operating costs and should encourage program offerings "as equal as possible" across the state, delegates said.

The Assembly has endorsed a proposed constitutional amendment approved by the legislature as a means to begin equalizing school funds. The proposal, which will go before Wyoming voters in November 1982, calls for a 12-mill state levy and a 6-mill county levy. Currently counties levy 12 mills and the state, 6. □

MASSACHUSETTS: Massive rally sends legislature an SOS

FEED GOV. KING TO LOBSTERS
S.O.S.
CHICOPEE S.O.S.
HELP
STOP
SOS

More than 20,000 teachers march on Boston Common to urge the Massachusetts legislature to modify or repeal Proposition 2½, which is forcing cities and towns to gut vital public services.

BOSTON—When more than 20,000 angry teachers converged on Boston Common here one Saturday this spring, Bostonians hadn't seen anything like it since the anti-war demonstrations of the late 1960's.

The Massachusetts Teachers Association (MTA/NEA) orchestrated the rally—billed as the largest public employee demonstration in Bay State history—to protest the devastating squeeze being imposed on local school districts and other municipal services by Proposition 2½, the nation's cruelest tax cap.

Many of the cheering teachers, parents, students, and other participants waved placards bearing the rally's theme: SOS (Save Our Services).

Some $560 million in local revenue—more than half of it for schools—is being lost this year alone because of voter passage of Prop 2½. And the tax cap has two more years to run.

"The voters didn't realize what they were doing last November," one MTA official said. "We're here to send the legislature a message and make the point that the loss of local services is for real."

Massachusetts stands to lose upward of 12,000 of its teachers during the 1981-82 school year alone. Proposed cuts in federal programs, coinciding with the property tax shortfall, are causing a nightmare for city and town planners.

Rally speakers drove home the need for *real* tax reform on the state level to go along with local property tax relief. Closing a few of the loopholes that benefit "fat cat" firms could generate enough revenue to bail out the cities and towns, they pointed out. Business taxes here are extraordinarily low.

In late April, cuts in local police and fire protection sparked angry demonstrations along many of the commonwealth's major arteries as growing numbers of Massachusetts citizens began to feel the true impact of the tax cap. □

PENNSYLVANIA: PSEA, governor battle over state share of education costs

HARRISBURG—Members of the Pennsylvania State Education Association (PSEA) are trying to hold the governor to his 1978 campaign promise to make the state pick up 50 percent of the cost of public education—as required by state law. The funding statute has been on the books for a number of years but has never been enforced.

In his 1979-80 budget, Governor Dick Thornburgh proposed a 46 percent state subsidy for education. But in this year's budget, he's calling for only a 41.5 percent subsidy.

Working with other community groups concerned about education, PSEA locals across the state are mounting a massive public education campaign on the underfunding issue. At the same time, Association leaders are trying to persuade the state legislature to increase the subsidy to comply with the school funding law.

PSEA President Jacque Angle objects to the governor's attempt to shift a state funding responsibility to local districts. "Forget all the smoke screens and the attempts to fool the public," Angle says. "The issue comes down to this—if the state doesn't come up with the funds to cover its share of costs for school, someone is going to have to come up with the money. It will be the local property taxpayer, who is already suffering an unfair burden."

PSEA estimates there would have to be an 18 percent increase in property taxes statewide to make up $348 million—the difference between the 50 percent state funding and the governor's proposed 41.5 percent.

In backpedaling on the issue, the governor claims increased funding for schools was a "goal," not a promise. □

INDIANA: Association launches job placement drive

INDIANAPOLIS—The Indianapolis Education Association (IEA) is mounting an all-out effort to help 565 teachers who received pink slips this spring find new jobs—either in a different district or in another career.

The school district's 25 percent reduction in force has come about as the result of desegregation and declining enrollment.

For the RIF'd teachers who would like to remain in education, the IEA has compiled a list of positions available in other states and with the military. A few states have already sent representatives to interview teachers, and Marion County here is hiring laid-off teachers as well.

IEA is also promoting an "alternative career program," which has so far included career counseling for members and a job fair. Former teachers who now work for local businesses came to the job fair to talk about changing careers. The final phase of the project will be the establishment of a job center, which will offer secretarial and copying services, seminars, group support, and space to those actively looking for work.

The career counseling program is open to all teachers in the city—whether or not they have been RIF'd. If a person with a contract for next fall decides to leave the teaching field, IEA President Kathy Orrison explains, that opens up a job for one of the displaced teachers.

The goal of the alternative career program is to help allay the panic that accompanies the thought of being unemployed. Orrison says the effort will help teachers consider all of the options before making a decision.

Program funding is a cooperative effort of the Indiana State Teachers Association, the public schools, the Indianapolis Chamber of Commerce, and many businesses and foundations in the community. □

Newly resurgent Ku Klux Kla racial tensions in America's s

The Ku Klux Klan is back. In nearly every part of the country, Klansmen are burning crosses, hiding under sheets—and targeting youngsters as young as age 10 for a new KKK "Youth Corps."

Your students could be among the next recruits.

Klan youngsters wear "White Power" T-shirts instead of robes, learn to handle guns for what they're told is a forthcoming "civil race war," and prepare to join the Klan when they become 18.

The resurgence of the Klan over the last 10 years has tripled the estimated national membership of the various splinter groups that claim to be the true KKK. There are now about 11,500 Klan members active in at least a score of states: Alabama, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Mississippi, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas and Virginia.

Add Connecticut to the list. Last September, Klan members conducted a cross burning in a private field outside the eastern town of Scotland. "In the South, yes, but in *Connecticut?*" was the outraged reaction of Dimples Armstrong, a ninth grade physical science teacher in Danbury.

"The kids were asking questions," says Armstrong, who chairs the Minority Affairs Commission of the Connecticut Education Association (CEA/NEA). "Teachers started calling CEA after they realized they didn't have adequate information about the Klan to pass on to their students."

One 15-year-old black student was overheard asking his classmates a few days after the Klan rally, "If the Klan comes after me, where can I hide?"

The number of children who have joined the Klan Youth Corps is hard to determine—the Klan has a vested interest in maintaining secrecy and exaggerating its strength—but these incidents have been reported over the past few years:

► Claiming membership in two Klan youth groups, Oklahoma City high school students attacked a gay bar with baseball bats.

► Decatur, Alabama, children wearing Klan T-shirts burned a school bus during an anti-busing rally.

► The Boy Scouts of America turned down a charter request from a group of 10 boys, ages 13 to 20, and their Klan sponsor, who was training them in firearms, hand-to-hand combat, and racist ideology at a KKK paramilitary camp outside Houston. The youths were being taught to decapitate enemies with a machete. One mother reported that her sons were told "they might go on a Mexican border mission to watch for illegal aliens."

At a number of schools, children have been recruited to join the Klan with specially targeted flyers, like one that asks: "Uptight about schools . . . or just about niggers? . . . Are you 'fed up' with special privileges accorded blacks by the school administration, simply on account of their race? . . . Conditions in school have become so rotten that trying to get an education has become a laugh. Who can learn anything caged up with a bunch of cannibals?"

Propaganda like this is sparking a wide-ranging program of NEA and affiliate action. NEA's Special Committee on Student Behavior Reflecting Racial and Ethnic Prejudice has been closely monitoring KKK activities, and the Representative Assembly—the Association's highest governing body—has committed funds "to train, inform, and assist teachers in developing skills and attitudes necessary to combat negative student behavior which reflects prejudice and discrimination of any kind, including that demonstrated by the resurgence of the Ku Klux Klan and neo-Nazi and other extremist groups."

NEA's Teacher Rights and Instruction and Professional Development units are both working to carry out this mandate. IPD recently awarded an anti-violence grant to the Connecticut Education Association to help develop anti-Klan curriculum materials.

Connecticut teachers surged into action after last fall's KKK demonstration in Scotland. Convinced that there was a need as well as a commitment to deal with the Klan issue, CEA President Bob Chase appointed a task force. With the help of NEA and the Council on Interracial Books for Children, this 15-member group is developing lesson plans that can be used in kindergarten through senior high.

The CEA task force decided to allow students to reach their own conclusions on the Klan. "We adopted an inquiring attitude," says Task Force Chair Dimples Armstrong. "We let the facts speak for themselves."

The new CEA/NEA curriculum guide developed by the task force concentrates on 115 years of Klan history. It traces the growth of the Klan from its inception in the Reconstruction Era through its heyday after World War I when membership swelled to nearly 3½ million. The guide also chronicles the Klan's forced retreat underground in the 1960's with the passage of civil rights legislation, as well as its resurgence during the last decade as bitter school busing battles and a worsening economy have spurred new KKK membership gains in the North.

The lesson plans encourage class discussions on the broader issues raised by the Klan's existence—separatism, white supremacy, and racism.

A limited number of the curriculum guides will be distributed at July's NEA Representative Assembly in Minneapolis. Watch this newspaper and other NEA publications for information on when the anti-Klan guide will be available to you.

In Maryland, Association activists won extensive press coverage earlier this year when they denounced the "insidious tactics" of the Klan and set up a monitoring system, encouraging teachers to report racist incidents.

"Some of the incidents reported," says Maryland State Teachers Association President Rufus Abernethy, "include attempts by the Klan to enroll students in its youth movement, the distribution of racist literature, the wearing of Klan paraphernalia, cross burnings, an increase of signs urging people to join the Klan, and the circulation of Klan membership applications on the windshields of cars in parking lots."

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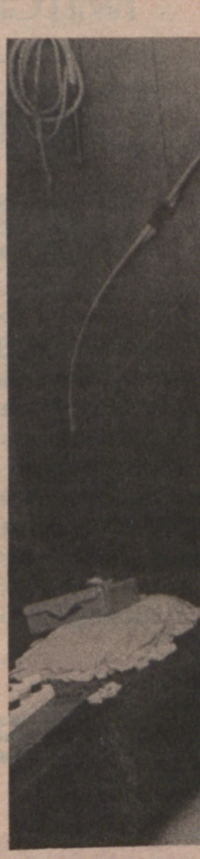
On the local level, members of the Harford County (Md.) Education Association started to mobilize against the Klan after several crosses were burned, one on the lawn of the local president of the National Association for the Advancement of Colored People.

The teachers convinced both the school board and the county council to pass resolutions opposing racist actions by the Klan in Harford County.

NEA activists who have been involved with the fight against the Klan have tried hard not to overreact to reports of KKK youth recruiting. But the Klan, although still small in numbers, represents a threat that can't be ignored. It would take only a few fanatics to set off sparks where tensions exist.

Advises Klanwatch, an organization sponsored by civil rights activist Julian Bond and his Southern Poverty Law Center, "That's why these groups have to be kept small, and why better efforts must continually be made to foster in our schools, cities, and families the sort of racial understanding and brotherhood that will make the idea of a youth corps as repugnant to impressionable children as it is to thinking adults." ☐



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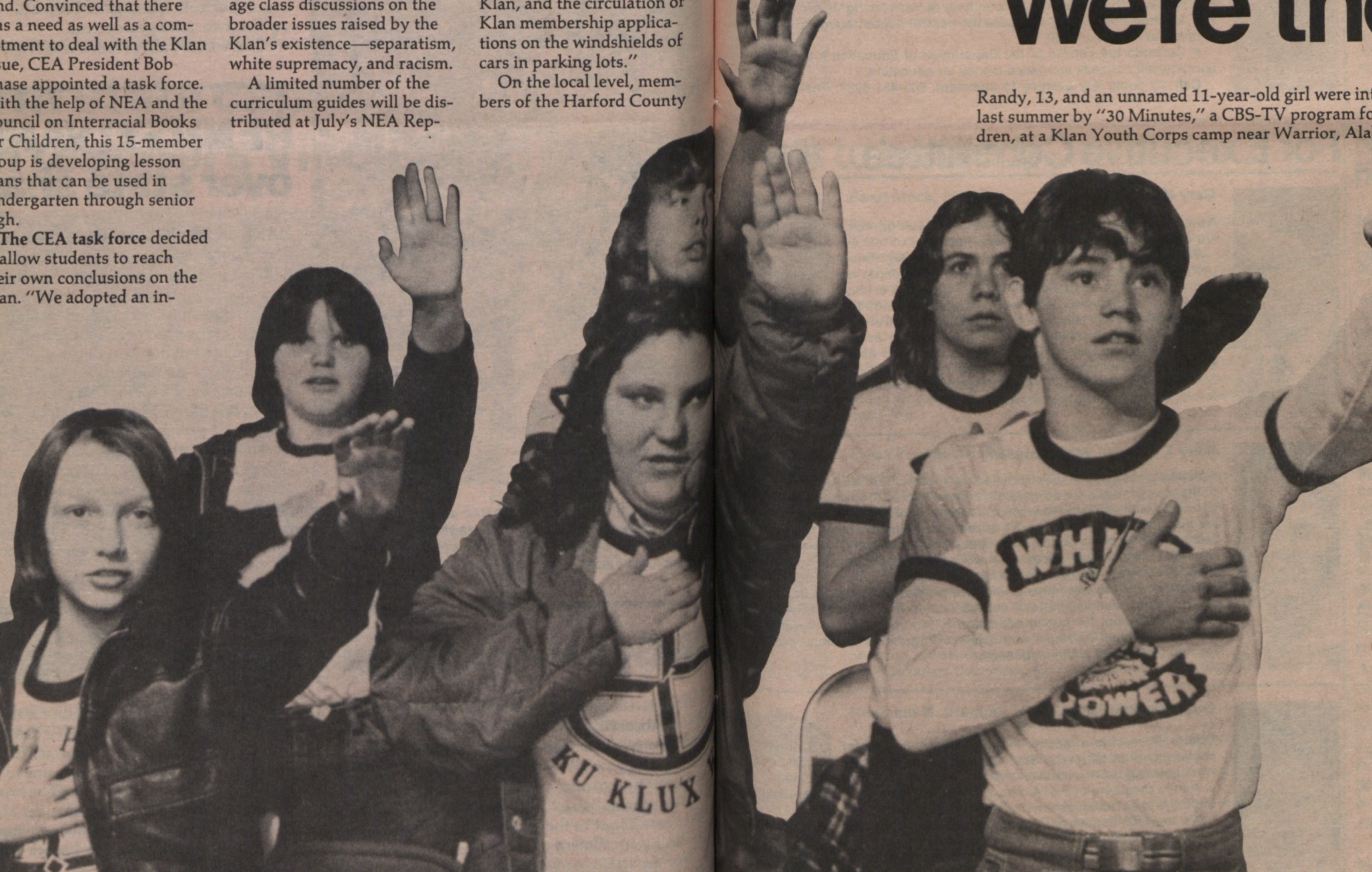

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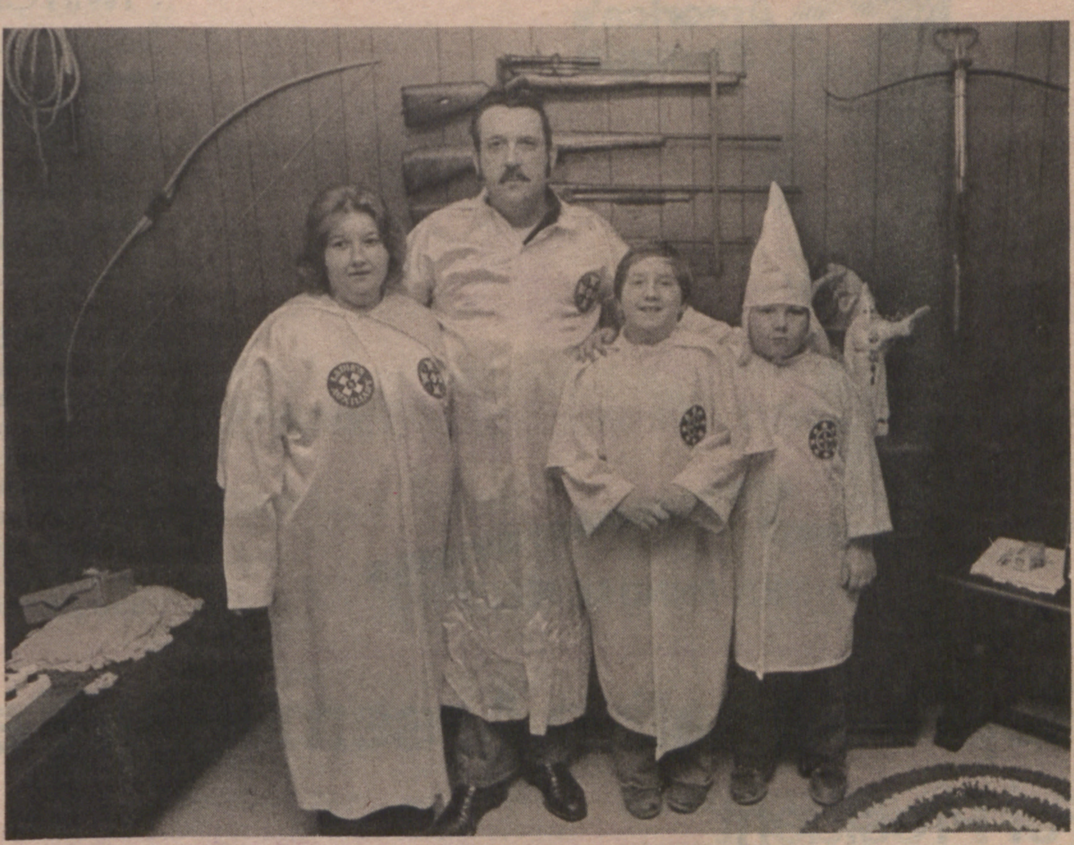
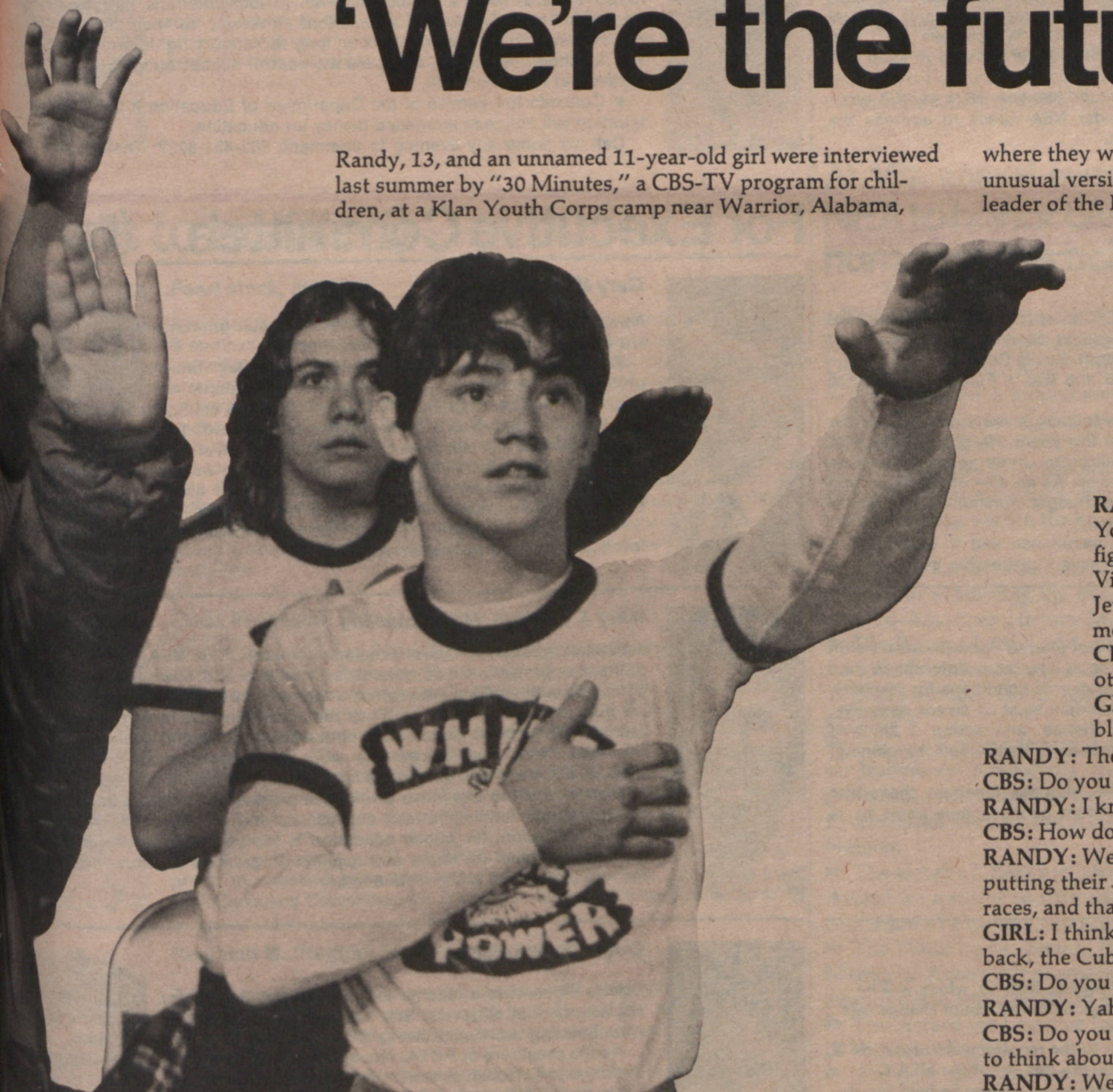


Klanning has become a family affair. Bake sales help raise KKK funds, and children are brought along to Klan rallies, marches, and cross burnings. An estimated 15 percent of Klan members or sympathizers at most rallies are teenagers.

'We're the future Klan'



Randy, 13, and an unnamed 11-year-old girl were interviewed last summer by "30 Minutes," a CBS-TV program for children, at a Klan Youth Corps camp near Warrior, Alabama, where they were learning to handle guns—and being taught an unusual version of post-Civil War history by Bill Wilkinson, leader of the Invisible Empire of the Ku Klux Klan. The Klan was formed, he said, to protect whites from marauding ex-slaves who killed white men, raped white women, and took over their homes until they ran out of food, when they went on to the next farmhouse.

CBS: Randy, there are a lot of young people out there who probably don't know too much about the Klan. I wonder if you could tell us, what does it mean to you?

RANDY: It stands for white supremacy. You know, to fight the communists, to fight the niggers, and the Jews, and the Vietnamese, and everybody, you know, the Jews and communists in America, and it means white supremacy.

CBS: How do you feel about blacks and other minority people, yourself?

GIRL: Myself? I realize that I didn't like blacks.

RANDY: They're not as intelligent.

CBS: Do you know that for a fact?

RANDY: I know that for a fact.

CBS: How do you know that?

RANDY: Well, at school, walking down the halls, they're putting their arms around white girls. That's the mixture of races, and that's not intelligent.

GIRL: I think we should send them back to Africa, the Iranians back, the Cubans back.

CBS: Do you hate them?

RANDY: Yah!

CBS: Do you think it's right for a young person to be taught to think about killing another human being?

RANDY: Well, we're not taught to kill another human being. We're out there because the civil war's coming, you know, there's another war coming. It's going to break out, and it's not going to stop until the last person's dead, and the kids are going to have to be tough, because we're the future Klan. ☐

◄ *Youngsters like these Klan Youth Corps members are taught to hate nonwhites, Jews, immigrants, and homosexuals.*

PUBLIC EDUCATION:
America's
Strength
1981 NEA ANNUAL MEETING

Twin Cities host NEA annual meeting

Delegates to act on Association business

MINNEAPOLIS—Nearly 9,000 teachers, school support personnel, college professors, and other elected delegates from across the nation will gather at the Minneapolis Auditorium and Convention Hall early next month for NEA's 119th annual meeting.

Theme for the July 2-7 meeting will be "Public Education: America's Strength." Discussion and debate during business sessions of the Representative Assembly, NEA's highest policy-making body, are expected to focus on the crisis the public schools currently face—in public confidence as well as in funding.

Issues likely to come before the delegates as they set NEA policies for the year ahead include the proposed cuts in federal aid to education,

Representative Assembly will elect four NEA officers

For President

Willard McGuire, *Minnesota*

Willard McGuire is seeking reelection as NEA president. He is on leave from his position as a junior high mathematics and Spanish teacher in North St. Paul, Minnesota—a veteran of 24 years in teaching.

Serving as the NEA president for the past two years, Willard has demonstrated his strong leadership ability in the united teaching profession and in the public arena. He has worked extensively with NEA state and local affiliates and with public employee, labor, and political organizations. He has represented NEA well in Washington, D.C., and has effectively advocated NEA policies on Capitol Hill and in local and national media.

Willard is well qualified to serve a second two-year term as NEA president. He is the sensitive, forceful leader NEA needs to address the challenges facing education in the '80's.

Joe Arnstein, *New Hampshire*

NEA is the most powerful vote-getting and negotiating body in our country today. Its next president must use this power to:

- Gain increased, not reduced, federal funding for education. He must redirect our efforts toward one-third federal contribution.
- Support the Administration's goal of simplification in providing funds. Federal dollars should be given to local districts directly proportionate to their student populations, inversely to their per capita income, with no strings attached, as long as minority rights are assured. We, teachers, taxpayers, and parents, control school budgets most effectively at the local level.
- Concede the demise of the Department of Education if the Administration will concede increased money for education.

Call my home any evening to comment. 603-431-8937. Thank you.

For Vice-President

Bernie Freitag, *Pennsylvania*

Bernie Freitag seeks reelection as NEA vice-president. A high school teacher for 23 years and a foreign language coordinator, Bernie is on leave from the Council Rock school district, Bucks County, Pa.

Bernie teaches German and English and was a Fulbright exchange teacher in Bavaria, Germany.

Bernie served on the PSEA and NEA boards of directors, and on the NEA Resolutions Editing Committee for five years. He chaired the NEA Constitution, Bylaws, and Rules Committee for three years, as well as the PSEA and NEA resolutions committees. As an executive officer and as chairperson of the NEA Program and Budget Committee, he demonstrates articulate and responsive leadership.

Bernie is committed to professional excellence and to building and maintaining strong locals providing effective membership services.

John C. Board, *Montana*

Fifteen years of service in the UTP has not altered John Board's vision for the teachers of this nation. Rather, he is now more determined than ever to seek the best professional and economic conditions for teachers.

According to John, "The NEA vice-president must be aware, assertive, visionary, and unafraid of challenge, change, and action. I am well schooled in the critical issues facing teachers: instruction, bargaining, political action, and teacher rights."

Leadership is not a new role for John. Montana teachers chose him for a third two-year term as state president because they know he is tough, he is forthright, and he delivers!

Nominations still open

The candidates whose pictures and statements are printed above filed for office by April 1, 1981. Candidates for each office are presented in the order in which they filed. NEA disclaims any responsibility for content of the candidate statements.

In accordance with Standing Rule 10, nominations will be made at the first business meeting of the Representative Assembly on Saturday, July 4, in the Main Hall of the Minneapolis Auditorium and Convention Hall. Voting for officers on the first ballot will take place from 7 a.m. to 12 noon on Sunday, July 5. (Two pending amendments to Standing Rule 10, which will be voted upon on Saturday, could change this scheduling.)

Pursuant to the requirements of Article V, Section 1(c), (d), and (e) of the NEA Constitution, elections may also be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the NEA Board of Directors.

Candidates for office shall have been active or educational support members of the NEA for at least two years immediately preceding the election. ☐

For Executive Committee (two

Gary Mitchell, *Iowa*

Never have the attacks on our profession been greater and never have we been more determined to meet them.

We will not allow the '80's to be a time when legislatures minimize our professional standards, when programs for students remain unfunded, and when teachers continue to be shortchanged each payday.

A belief in ourselves and ownership of our agenda by our large membership are the key elements to developing the '80's.

The NEA will continue to be in the forefront in extending human, civil, and contractual rights of teachers. We will always work for the day when all Americans will have equal rights under the law.

I strongly feel through united efforts at the national, state, and local levels, our agenda will be developed.

Mary J. Gilmore, *Massachusetts*

American education faces threatening forces. The NEA must be *the* militant organization that speaks for teachers and students. Members of the Executive Committee must represent all levels of membership, all sections of the country. They must be sensitive and responsible leaders. They must understand circumstances beyond their own experience. They must successfully work with people, make critical decisions, inspire action among the membership.

Members of the Executive Committee must work to defeat those who would reduce funding, attack curriculum, and diminish the vitality of public education, for public education is the cornerstone of our democracy. We must introduce and support programs that refute our critics and strengthen public education.

Odetta Fujimori, *Hawaii*

Odetta Fujimori is a teacher leader, lobbyist, negotiator, and outstanding advocate at all levels. She has held nearly every Association office from building representative to NEA Executive Committee member.

As the president of HSTA, she led Hawaii's teachers on their pioneering drive to establish statewide collective bargaining.

On the NEA Executive Committee, she has gained the confidence and support of colleagues across the country as she visited schools, responded to concerns, and acquired new services for members.

Odetta was instrumental in establishing the current NEA Legislative Program. She served as a delegate to the 1980 Democratic National Convention. Leading by example, Odetta was the highest solicitor of funds for NEA-PAC at the 1980 NEA Representative Assembly.

Odetta Fujimori personifies experience, strength, character, and advocacy.

the increasingly tight school budgets at the state and local levels, and NEA's legislative agenda for the 97th Congress.

The fact that any of the 9,000 delegates may speak on the floor during the Representative Assembly makes this one of the largest deliberative bodies in the world.

Delegates will elect an NEA president, vice-president, and two members of the Executive Committee. The president and vice-president will serve two-year terms. The two Executive Committee members will serve three-year terms. All terms begin September 1, 1981.

Prior to the opening of the Assembly, a variety of exhibitors will be on hand displaying the latest in educational materials. On July 2, "instructional issues" sessions, as mandated by the 1980 Representative Assembly, will offer delegates a chance to attend teacher-run workshops on classroom innovations that work. Pre-Assembly conferences on minority and women's issues are also planned *(see story elsewhere on this page)*.

More than 300 hard-working Minnesota Education Association (MEA) activists on the 1981 host committee will be doing their utmost to help ensure that the annual meeting runs smoothly. Chairing the committee is MEA Vice-President Marti Zins, a junior high school librarian in Hopkins.

Disabled delegates who will need special equipment or services should contact their state delegation coordinators immediately to make arrangements. ☐

Darnell Rhea, *Florida*

The primary, and perhaps only, reason for the existence of NEA is service to the members. As president I will work to strengthen the Membership Services Department of NEA, in particular by cutting to no more than *six (6) months* the time that it shall take for a member to have his mailing address changed in the NEA computers. This last item shall be among my first official acts as president, inasmuch as I have written four (4) letters to NEA, beginning in February 1980, to get my address changed and, as of the end of March 1981, I still have not been successful in this small, but important, endeavor.

seats to be filled)

Pearl Mack, *Illinois*

Pearl Mack, an enthusiastic, experienced, and knowledgeable teacher, is and has been an active Association leader for many years.

At the local level she served as building representative, treasurer, chief negotiator, and member of various committees including PACE and grievance. IEA/NEA benefited from Pearl's talents while she served on the state Resolutions, IEA/NEA Planning, Long-Range Planning, NEA Compliance, Board Policy, Budget, and I-PACE committees. As an NEA Board member, Pearl has been the Board's representative to WCOTP, NEA Dues Study, NEA-PAC Steering, and other special committees.

Pearl's belief in teacher capabilities has solidified her position that political involvement at all levels must be pursued vigorously. The use of our united strength to achieve teacher rights and benefits must remain firm.

Linda Pondexter, *Arkansas*

"Not 'me,' but 'us,'" Linda Pondexter says, will mark her path if elected to the NEA Executive Committee.

Linda has demonstrated unselfishness and dedication in her service to the united teaching profession. For her, no job has been too minor, no challenge too great, no individual too unimportant.

Linda states, "As long as there is no collective bargaining nationwide, nonpassage of the ERA, racial and social inequality, insensitivity to the economic plight of teachers, and anti-teacher politicos, I must dedicate my service to the united teaching profession at all levels of governance."

The Board of Directors of the Arkansas Education Association is proud to unanimously endorse the candidacy of Linda Pondexter for NEA Executive Committee, for she is "an effective voice for the '80's."

Reginald M. (Reggie) Washington, *New York*

Reggie has been a social studies teacher and guidance counselor in Washington, D.C., and now in Long Island, New York. Academic freedom, dignity in the classroom, and grassroots democracy have been his organizational causes.

As a teacher leader he has led organizational efforts to resolve faculty integration and establish fair promotion and transfer systems. He served as a strike leader in Bellport, N.Y., in his second, nontenured year. Later he served as president of the local for three years. He has served on the NEA Special Services and Budget committees, as NYEA vice-president, and on the NYEA board and executive committee. He is currently serving as NEA director from New York.

Together, as members from urbans, rural locals, higher education, or support personnel units, we can achieve our commitments for the '80's.

NEA HUMAN RIGHTS REPORT

NEWS OF SPECIAL CONCERN TO NEA MINORITIES AND WOMEN

Arrive early for pre-RA conferences

Women: June 28-29

ST. PAUL—A women's issues conference is set for June 28-29 at Bethel College here. Theme will be "An Opening Dialogue: Minority/Majority Women Working Together Toward NEA Goals."

A $20 preregistration fee, payable to NEA, may be mailed to the NEA Executive Office. A package fee of $50 per person, covering meals and double-occupancy townhouse lodging, will be payable at registration on June 27 in the Bethel College Learning Resource Center.

Limousine service to the college from the Twin Cities airport is available on June 27 through Capital City Airline Service at $6.50 per person. Conference participants will be bused back to a central point in the Minneapolis/St. Paul area on June 30.

Anyone wishing to remain on campus after the close of the conference until she can claim her convention hotel room may do so at the conference rate ($6.50 per person per night for lodging and $11.25 per person per day for meals).

For further information please contact the NEA Executive Office at 202/833-4304.

Minorities: June 30-July 1

MINNEAPOLIS—NEA's third annual pre-convention conference for ethnic minority delegates is slated for June 30-July 1 at the Leamington Hotel here.

Conference theme will be "Ethnic Minority Involvement and Participation: Organizational Challenge for the '80's."

Cost to participants is $30 each. Additional details are available from NEA Teacher Rights, 202/833-4267.

At 15th annual awards dinner

NEA to honor civil and human rights achievements

MINNEAPOLIS—The 1981 NEA Human and Civil Rights Awards Dinner will be held here Sunday, July 5, during the NEA annual meeting.

The eight human rights awards to be presented are—

► The H. Councill Trenholm Memorial Award for advancing intergroup understanding within the education profession
► The Carter G. Woodson Memorial Award for promoting the observance of Afro-American History Month
► The Rosena J. Willis Memorial Awards for outstanding state and local association human relations programs
► The Leo Reano Memorial Award for leadership in resolving social problems, particularly as they relate to American Indians and Alaska Natives
► The George I. Sanchez Memorial Award for a major contribution to the education of Hispanic Americans
► The Whitney M. Young, Jr., Memorial Award for promoting equal employment opportunity in education
► The Award for Creative Leadership in Women's Rights
► The Award for Leadership in Asian and Pacific Island Affairs.

Also to be presented during the banquet is the 1981 Irvamae Applegate Award for International Understanding.

Individual NEA members as well as state associations may use the accompanying coupon to order tickets for the dinner. ☐

NEA Human and Civil Rights Awards Dinner
Sunday, July 5, 1981: Radisson South Hotel, Minneapolis, Minn.

Last Name **First** **Middle**

Association

City **State**

(　　　)
Area Code **Telephone No.**

I will order ________ blocks of 8 tickets to the dinner at $200.00 per block. Each block of 8 tickets represents one (1) table, seating 8 persons, for dinner.

and/or

I will order ________ tickets at $25.00 per ticket.

Enclosed is a check/money order in the amount of $________ which represents total payment for ______ tickets.

Make checks or money orders payable to NEA Teacher Rights. Mail to NEA, 1201 16th Street, N.W., Washington, DC 20036, attn: Teacher Rights. For further information, contact Lynette Johnson at 202/833-4267.

Note: All tables are reserved and table numbers are printed on tickets. Guests will be seated by table number based upon the date of receipt. Early reservations will receive preferential seating. No tables will be reserved until checks/money orders have been received and cleared. NO TICKETS WILL BE MAILED. ALL TICKETS WILL BE DISTRIBUTED AT THE TICKET BOOTH AT THE CONVENTION CENTER BEGINNING JULY 2.

NEA RECOMMENDS...

Teachers, students, and their families should enjoy watching the following NEA-recommended television productions in the weeks ahead.

The Baseball Bunch—*syndicated to selected stations; check local listings for air dates and times.* A series of 13 shows hosted by Cincinnati Reds star catcher Johnny Bench. Six lucky youngsters are taught the finer points of baseball by their big league heroes.

Remember When—*HBO, Mondays, 8-9 p.m. EDT.* An eight-part series examining major influences on American history and hosted by Dick Cavett.

Walter Cronkite's Universe—*CBS, Tuesdays beginning June 9, 8-8:30 p.m. EDT.* A weekly summer series in "magazine" format, dedicated to human curiosity.

CBS Reports: The Defense of the United States—*CBS, Sunday through Thursday, June 14-18, 10-11 p.m. EDT.* Nuclear warfare, the state of America's conventional armed forces, the Soviet perspective, and the U.S. military-industrial complex.

It Happens Next Door—*syndicated to selected stations in July and August.* Colleen Dewhurst narrates a powerful documentary study of child abuse.

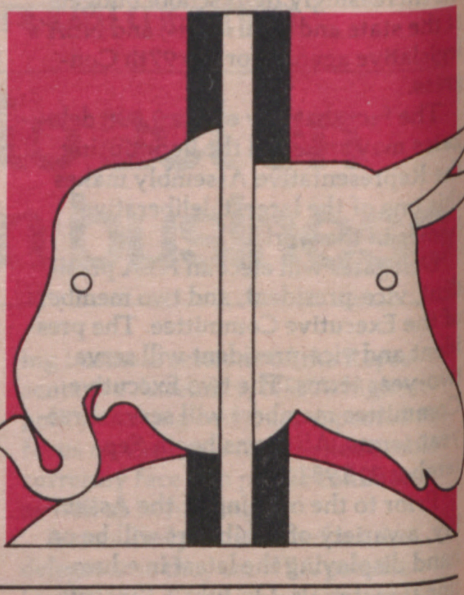
Nickelodeon—*13 hours daily, 7 days a week; a service of Warner Amex Satellite Entertainment Company (WASEC).* This "young people's channel" offers at least 12 different series, each designed to educate and entertain a specific audience from preschool through young adult. Now available on more than 1,100 of the nation's 4,300 cable TV systems.

ARTS—*9-12 p.m. EDT nightly on the Nickelodeon cable channel.* Each week one of the great cities of the world is spotlighted, with an international celebrity hosting each evening's entertainment on location. Offerings include music, theater, dance, fine art, and literature.

Trilogy—*July or August on the SHOWTIME cable channel.* Three classic stories—Washington Irving's "Rip Van Winkle," Leo Tolstoy's "Martin the Cobbler," and Antoine de Saint Exupery's "The Little Prince"—are dramatized for children, using an animation technique called "claymation."

Refer to local listings for exact broadcast times in your area. □

SUMMER: best time for political involvement



A message from NEA President Willard McGuire

"As another school year comes to a close, I'd like to urge all of you to take advantage of the less hectic days ahead to get active in the political party of your choice.

"Details about whom to call in your state in order to 'plug in' to party meetings, caucuses, voter registration drives, delegate selection processes, and other efforts appeared recently in *NEA NOW*, a newsletter mailed to state and local Association leaders and staff.

"Your Association president, UniServ director, or state Association political action specialist can refer to the information in *NOW* to help you get in touch with your party's leadership. Both the Democrats and the Republicans maintain structures and conduct activities at several levels—precinct, ward, city, township or parish, county, congressional district, and state. All need volunteers to help the party operate.

"Whether we like it or not, our fate—and that of the children we teach—is largely determined in the political arena. Public education is a public service, dependent on public funds for its survival and growth.

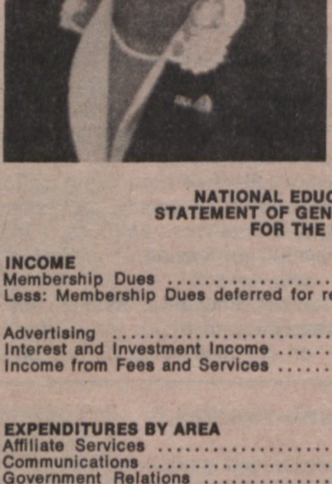
"Many friends of the public schools—in Congress and in the state legislatures—were defeated in last year's elections. Next fall, because of federal budget cutting and state fiscal crunches, record numbers of school districts will be forced to reduce programs and lay off staff.

"By early next spring, the political parties will once again be nominating candidates for all seats in the U.S. House of Representatives, one-third of the seats in the U.S. Senate, and many key state and local offices. The men and women who get elected in 1982 will play a big role in determining the future of public education in this country.

"As a politically active NEA member, you can help mold your party's official positions on education, and help ensure the election of decision makers—both Republican and Democratic—who support high-quality, universal, tuition-free public schools.

"It is your battle, and ours. The opportunity is there. The time to get active is *now!*" □

Interim financial report to NEA members



by Secretary-Treasurer Mary Hatwood Futrell

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
MARCH 31, 1981
UNAUDITED

	GENERAL FUND	CAPITAL IMPROVEMENT FUND
ASSETS		
Current Assets:		
Cash and Short Term Investments	$ 2,994,560	$ 805
Accounts Receivable:		
Membership Dues	40,310,750	
Notes Receivable—Dues	825,153	
Notes Receivable—Other	5,000	
Note Receivable—Reston Property	287,500	
Publication Sales and Advertising	399,035	
Amount due from General Fund		14,423
Amount due from Governance and Non-Governance Affiliates	294,927	
Other Assets	1,073,357	
	46,190,282	15,228
Long-Term Assets:		
Investments in Securities	182,415	
Notes Receivable—Dues	283,094	
Notes Receivable—Other	10,000	
Note Receivable—Reston Property	287,500	
Land		1,753,777
Building: Less Accumulated Depreciation		7,132,633
Equipment: Less Accumulated Depreciation	311,806	
	1,074,815	8,886,410
TOTAL ASSETS	$47,265,097	$ 8,901,638
LIABILITIES AND FUND BALANCES		
Current Liabilities:		
Deferred Membership Dues	$27,956,600	
Installment Note Payable	17,804	
Accounts Payable and Accrued Liabilities	966,244	
Accrued Vacation and Other Benefits	2,483,774	
Indemnification Liability	36,355	
Amount held for Affiliates and Other Organizations	95,750	
Amount held for Special Purpose Funds	1,658,186	
Amount due to Capital Improvement Fund	14,423	
	33,229,136	
Long-Term Liabilities:		
Installment Note Payable	49,851	
Accrued Severance Pay	1,548,261	
	1,598,112	
TOTAL LIABILITIES	34,827,248	
FUND BALANCES	12,437,849	8,901,638
TOTAL LIABILITIES AND FUND BALANCES	$47,265,097	$ 8,901,638

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES BY AREA
FOR THE SEVEN MONTHS ENDED MARCH 31, 1981

	ACTUAL	BUDGET
INCOME		
Membership Dues	$67,419,100	$69,550,000
Less: Membership Dues deferred for remainder of year	27,956,600	
	$39,462,500	
Advertising	819,968	625,000
Interest and Investment Income	476,228	125,000
Income from Fees and Services	451,857	700,000
	$41,210,553	$71,000,000
EXPENDITURES BY AREA		
Affiliate Services	18,402,177	27,982,275
Communications	4,942,210	7,980,742
Government Relations	877,091	2,478,842
Instruction and Professional Development	1,125,102	2,247,498
Research	1,721,677	3,654,269
Teacher Rights	1,417,804	2,019,990
Administration	5,684,759	11,890,607
Business and Finance	3,287,070	6,310,118
Governance	2,028,344	4,415,659
	$39,486,234	$68,980,000
EXCESS OF INCOME OVER EXPENDITURES	$ 1,724,319	
EXPENDITURES BY NATURAL CLASSIFICATION		
Salaries and Benefits	$11,128,343	
Joint Projects with State and Local Associations	15,342,406	
Travel	3,988,933	
Publication Costs	2,448,571	
Office Expenses	1,414,932	
Administrative Expenses	681,081	
Outside Services	3,866,688	
Machine Rental and Repairs	748,497	
Less: Recovery of Costs	(133,217)	
TOTAL EXPENDITURES	$39,486,234	

ROVING REPORTER

Association members attending the recent NEA national collective bargaining conferences in Memphis and Los Angeles were asked: "If you could tell President Reagan one thing right now, what would it be?"

Tom Lamb, Title 1 math, McNeil Junior High, Birmingham, Alabama

"Don't cut education funds. The federal money that goes into education does a lot of good. It's such a small part of the total budget—the little bit of money you could save is not worth the harm in the long run for education."

Felicitas Coniconde, kindergarten, William Beaumont School, Waterford, Michigan

"You're cutting too much from education. Children are the best investment we can make in this country, and if you take away programs that benefit them, the country will lose too."

Herb Myers, language arts, Margate Middle School, Margate, Florida

"I'd be very blunt about it—'get out of office and go back to California.' I don't think he's representing the great bulk of Americans. He's done a great injustice to white-collar workers, blue-collar workers—primarily minorities—and to people who are on welfare. He is rewarding those people who are rich, those who are in power."

Jim Heick, English and PE, John Swett High School, Crockett, California

"Change your secretary of state, then resign. You are the wrong person for the job. I don't agree with your priority system. You want the haves to have more, and the have-nots to have less."

Paulette Lewis, fourth grade, Chena School, Fairbanks, Alaska

"Take the money you're putting into defense to build up the military and transfer it to education and other social concerns."

Gerald Callahan, math, Interboro Senior High School, Prospect Park, Pennsylvania

"Pay more attention to teachers and the plight of school districts. Every time the government cuts back on the subsidization of education, it puts more of the burden on the local taxpayer. It's a large inequity that keeps growing."

Negotiators swap ideas

Bargaining amid budget chaos: community support is key

LOS ANGELES—The proposed cuts in federal education funding have made a tough collective bargaining climate even tougher for school employees this spring. That was the consensus of local Association leaders and staff who gathered for NEA's fourth National Collective Bargaining Conference here.

This annual spring weekend conference has become so popular that this year NEA presented it twice. The eastern session, held in Memphis, Tenn., draw some 500 participants. Three weeks later the western session, held here, served another 500.

Memphis conference participants heard Linda Tarr-Whelan, director of NEA Government Relations, describe the Administration's economic game plan: "Reward the rich for the good of America, cut programs for America's needy, and hope that massive tax cuts will bring a sunny future."

NEA Assistant Executive Director Don Cameron spoke to the western teachers of the difficulty of "trying to bargain hard when we know all our problems are not emanating from the other side of the bargaining table." State budget crunches—combined with the Reagan Administration's call for 25 percent cuts in federal funds already appropriated for the 1981-82 term—have left local school districts suddenly uncertain how much money they will actually have on hand come September.

Every teacher has a stake in the federal budget process, NEA Government Relations Director Linda Tarr-Whelan told the eastern conferees. Each billion dollars in education cuts translates into 37,500 jobs lost, she pointed out. The Administration is calling for $4.5 billion in cuts.

Tarr-Whelan and Cameron both urged the NEA conferees to begin building alliances with everyone else in their communities who can be persuaded to support public education. "We have to get from the bargaining table to the dinner table to the bridge table," Cameron said.

"All over the country teachers are getting sacked, ripped off, and laid off as a result of the Reagan budget cuts," Don Cameron, NEA's assistant executive director, told those attending the Los Angeles bargaining conference.

At the core of each conference were practical training sessions designed to help negotiators sharpen their skills in such specific areas as shopping for cost-effective fringe benefits, writing contract proposals, bargaining for school support staff, and improving extracurricular compensation. ☐

NEA-backed boycotts continue

WASHINGTON, D.C.—NEA is actively supporting the nationwide boycotts of Red Coach lettuce and Nestlé products, as called for by vote of the 1980 Representative Assembly.

The Red Coach lettuce boycott is designed to bring pressure on California lettuce grower Bruce Church, Inc., to bargain in good faith with the United Farm Workers and to stop hiring illegal aliens, schoolchildren, and other workers in an attempt to break the UFW strike.

Goal of the Nestlé boycott is to persuade the giant Swiss-based food corporation to end promotion of its infant formula in the developing countries of Africa, Asia, and South America. Nestlé marketing techniques tend to persuade Third World women to give up breast-feeding and turn to powdered milk formula instead.

Where water is contaminated, sterilization procedures are unknown, and the costly formula is overdiluted, use of formula leads to widespread infant malnutrition and severe diarrhea. This "baby bottle disease" afflicts over 10 million Third World babies annually.

As printed in the March 1981 *NEA Reporter*, the list of Nestlé products to be boycotted was incorrect. The following are NOT marketed by Nestlé and should NOT be boycotted: Tetley tea, Martinson coffee, Care*Free sugarless gum, Life Savers, and Beech-Nut gum and cough drops. We regret the error. A corrected list of Nestlé products appear below.

A third NEA-backed national consumer boycott, against J. P. Stevens products, was lifted in October 1980 when the company signed its first contract with the Amalgamated Clothing and Textile Workers Union.

Nestlé products are sold under many different labels and include—

Chocolates
Nestle's Crunch
Toll House Chips
Nestle's Quik
Hot Cocoa Mix
Choco'lite
Choco-Bake
$100,000 Candy Bar
Price's Chocolates
Go Ahead Bar

Coffees and Teas
Taster's Choice
Nescafe
Nestea
Decaf
Sunrise
Pero

Wines
Beringer Brothers
Los Hermanos
Crosse and Blackwell

Cheeses
Swiss Knight
Wispride
Gerber Cheese
Old Fort
Provalone Locatelli
Cherry Hill
Roger's

Miscellaneous
L'Oréal Cosmetics
Nestle Cookie Mixes
Deer Park Mountain Spring Water
Pine Hill Crystal Water
Kavli Crispbread
McVities
James Keiller & Son, Ltd.
Contique by Alcon
Ionax by Owen Labs
Lancomé

Hotels and Restaurants
Stouffer
Rusty Scupper

Packaged Fruits, Soups, Etc.
Libby's
Stouffer Frozen Foods
Souptime
Maggi Soups
Crosse and Blackwell
Beech-Nut Baby Foods

ROLL-CALL VOTES OF NEA BOARD

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in February 1975, roll-call votes of the Board must be published in the *NEA Reporter*. Four such votes were taken at the May 1-3 meeting.

Subjects of roll-call votes:
#1: To increase the amount in the Board of Directors budget function by $100,000 to provide for four three-day meetings of the Board in Washington, D.C., instead of three meetings. (69 YES, 54 NO, 5 NOT VOTING, 3 ABSENT—4 other absentees replaced by alternates)
#2: To provide that funding for the fourth Board of Directors meeting in Washington, D.C., not be taken from program area 2.0, Governance, Board of Directors. (105 NO, 17 YES, 1 ABSTENTION, 5 NOT VOTING, 3 ABSENT—4 other absentees replaced by alternates)
#3: To reconsider the vote on restoring the fourth meeting of the Board of Directors in Washington, D.C. (64 YES, 59 NO, 5 NOT VOTING, 3 ABSENT—4 other absentees replaced by alternates)
#4: To increase the amount in the Board of Directors budget function by $100,000 to provide for four three-day meetings of the Board in Washington, D.C., instead of three meetings. (64 YES, 60 NO, 4 NOT VOTING, 3 ABSENT—4 other absentees replaced by alternates)

Key:
'Y'—voted in favor of the issue
'N'—voted in opposition to the issue
'NV'—vote not recorded on the issue
'A'—abstained from voting on the issue
'O'—absent from meeting
'*'—alternate director

NAME	STATE	ROLL CALL VOTE # 1	2	3	4
Dotson	Ala.	Y	N	N	Y
Jones	Ala.	Y	N	N	Y
Potter	Alaska	Y	N	N	Y
Beachem	Ariz.	Y	N	Y	Y
Guy	Ariz.	Y	N	N	Y
Johnson	Ark.	Y	N	N	Y
Curfman	Calif.	N	N	Y	N
Estrellas	Calif.	N	N	Y	N
Foglia	Calif.	N	N	Y	N
Hodgkins	Calif.	N	N	Y	N
Kuiper	Calif.	Y	N	N	Y
Logue	Calif.	Y	N	Y	Y
Shaw	Calif.	N	N	Y	N
Tinson	Calif.	N	N	Y	N
Vick	Calif.	N	N	Y	N
Bradshaw	Colo.	N	N	Y	N
Lansford	Colo.	Y	N	N	Y
McLean-Waller	Conn.	Y	Y	N	Y
Rossomando	Conn.	Y	N	N	Y
Testerman	Del.	N	N	Y	N
Coluzzi	D.C.	Y	N	Y	N
Scott	Fla.	Y	N	Y	Y
Wilson	Fla.	Y	N	N	Y
Scott	Ga.	0	0	0	0
Wright	Ga.	Y	Y	N	Y
Elento	Hawaii	Y	N	N	Y
Hovey	Idaho	Y	N	N	Y
Betterman	Ill.	Y	N	N	Y
Mack	Ill.	N	N	Y	N
Mishler	Ill.	N	N	Y	N
Hanna	Ind.	Y	N	Y	Y
Miller	Ind.	Y	N	N	Y
Moudy	Ind.	Y	N	N	Y
Halliburton	Iowa	N	N	Y	N
Mitchell	Iowa	N	N	Y	N
Peterson	Kansas	N	N	Y	N
Steele	Kansas	N	N	Y	N
Harvey	Ky.	Y	N	Y	Y
Nall	Ky.	Y	N	N	Y
Coleman	La.	N	N	Y	N
Scott	La.	Y	N	N	Y
Sullivan	Maine	N	N	Y	N
Jones	Md.	N	N	Y	N
Kuker-Kihl	Md.	Y	N	N	Y
Gilmore	Mass.	N	N	Y	N
Johnson-Taylor	Mass.	N	A	Y	N
Lopes	Mass.	Y	N	N	Y
Schutt	Mass.	N	N	Y	N
Christian	Mich.	N	N	Y	N
Davenport	Mich.	N	N	Y	N
Duckworth	Mich.	Y	N	Y	Y
Smith	Mich.	N	N	Y	N
Zook	Mich.	N	N	Y	N
Bauermeister	Minn.	Y	Y	N	Y
Colman	Minn.	Y	Y	N	Y
Newton	Minn.	N	Y	Y	N
Bradley	Miss.	Y	N	N	Y
Keeling	Mo.	N	N	Y	N
Johnson	Mont.	Y	N	Y	N
Kaldahl	Nebr.	Y	N	N	Y
Conrad	Nev.	N	N	Y	N
Jenis	N.H.	Y	Y	N	Y
Blackburn	N.J.	Y	N	Y	N
Gibson	N.J.	0	0	0	0
*Maltman	N.J.	Y	N	N	Y
Goldman	N.J.	Y	N	Y	N
Graham	N.J.	N	N	N	N
Parish	N.J.	Y	N	N	Y
Smith	N. Mex.	N	N	Y	N
*Koblitz	N.Y.	N	N	Y	N
Pisa	N.Y.	0	0	0	0
Washington	N.Y.	NV	NV	NV	NV
Cummings	N.C.	Y	Y	N	Y
Rader	N.C.	Y	N	N	Y
Wilson	N.C.	N	N	Y	N
Gallagher	N. Dak.	Y	Y	N	Y
Abel	Ohio	Y	N	N	Y
Dorsey	Ohio	Y	Y	N	Y
Potts	Ohio	Y	N	N	Y
Savage	Ohio	Y	Y	N	Y
Willcox	Ohio	N	N	Y	N
Dyer	Okla.	Y	N	N	Y
Fulton	Okla.	Y	N	N	Y
Lawrence	Ore.	N	N	Y	N
Wiper	Ore.	Y	N	Y	N
Mosher	OV	N	N	Y	N
Farr	Pa.	Y	N	N	Y
Huntley	Pa.	Y	N	N	Y
Mechlowitz	Pa.	NV	NV	NV	Y
Mitchell	Pa.	Y	N	N	Y
Wyland	Pa.	Y	N	N	Y
del Valle	P.R.	N	N	N	N
Mello	R.I.	N	N	Y	N
Cooper	S.C.	Y	Y	N	Y
Horgen	S. Dak.	N	N	Y	N
Akers	Tenn.	N	N	Y	N
Martin	Tenn.	Y	N	N	Y
Pike	Tenn.	Y	N	N	Y
Brock	Texas	Y	Y	N	Y
Foster	Texas	0	0	0	0
Harrell	Texas	Y	Y	Y	Y
Hilger	Texas	Y	N	N	Y
Hunt	Texas	Y	Y	N	Y
*Scott	Texas	Y	Y	N	Y
Stacey	Texas	N	N	Y	N
Peterson	Utah	N	N	Y	N
Scott	Vt.	Y	N	N	Y
Coffey	Va.	Y	Y	N	Y
Gant	Va.	Y	N	N	Y
Nelson	Va.	N	N	Y	N
Amos	Wash.	NV	NV	NV	NV
Horne	Wash.	0	0	0	0
Wahlquist	Wash.	NV	NV	NV	NV
Keeney	W. Va.	Y	N	N	Y
Lewandowski	Wisc.	Y	N	N	Y
Schleife	Wisc.	Y	N	N	Y
Stephenson	Wisc.	Y	N	N	Y
Anderson	Wyo.	N	N	Y	N
Benson	At Large	Y	N	N	N
Masters	At Large	0	0	0	0
Sproul	At Large	N	N	Y	N
Treibley	At Large	N	N	Y	N
Bernat	SNEA	N	N	Y	N
Cadow	SNEA	N	Y	Y	N
Duncan	SNEA	0	0	0	0
*Kroll	SNEA	N	N	Y	N
Bowser	Ex. Com.	N	N	Y	N
Burse	Ex. Com.	NV	NV	NV	NV
Fujimori	Ex. Com.	N	N	Y	N
Obermeyer	Ex. Com.	Y	N	N	Y
Owens	Ex. Com.	N	N	Y	N
Woodard	Ex. Com.	Y	N	N	Y
Futrell	Ex. Com.	N	N	Y	N
Freitag	Ex. Com.	N	N	Y	N
McGuire	Ex. Com.	N	N	Y	N

FREE!

Association consumer guides, exclusively for unified members.

Take a tip from USS*...

Consumer Education = Buyer ~~Beware~~ AWARE

Every decade has its major concern, and with inflation and energy complicating our economic lives, it certainly seems that the 1980s will be a time when it's more important than ever to be an educated consumer.

Your Association is working together to help unified members meet the challenge of this new decade. To USS, consumer education is more than a concept—it's a commitment to a better future. That's why we're not only working to increase your awareness of consumerism's importance, but also to help you understand what you are really getting for your hard-earned dollars.

That's why your Association has developed a series of educator's guides, dedicated to improving your understanding of the more complex product areas. These guides provide simple, straightforward explanations without the use of confusing technical terminology regarding:

Homeowners Insurance—Understand the different kinds of protection available while you learn what policies to look for and how much coverage you need to be protected.

Life Insurance—Understand which type of policy best meets your needs and how much you need to protect your dependents' standard of living.

Tax-Deferred Annuities—Protect your retirement years. Find out the types of annuities available and the important questions you should know the answers to.

Disability Income Insurance—Learn to protect yourself against the financial consequences of a risk that we all face—disability.

Auto Insurance—Learn the intricacies of auto insurance so that you are better able to decide how much and what type best meets your needs.

Travel—Gain a better understanding of the more complex side of travel and learn what every consumer/traveler should know.

Order your free copies today!

Take advantage of your Association's commitment to consumer education; you can save a lot of time and trouble, and usually some money, too. Use this coupon to order your copies of these consumer guides, available *free* as a benefit of your membership in the United Teaching Profession.

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*Unified Special Services

Consumer Guides
NEA Special Services
1201—16th Street, N.W.
Room 404E
Washington, D.C. 20036
R-6-81

Yes! I'd like to take a tip from USS*. Please send me a copy of my Association's consumer guide on:

☐ Homeowners Insurance ☐ Disability Income Insurance
☐ Life Insurance ☐ Auto Insurance
☐ Tax-Deferred Annuities ☐ Travel

Name: ____________ Phone: ____________
Address: ____________
City: ____________ State: ________ Zip: ________

NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

That's right, with your Association's AD&D program, $19 a year provides $130,000 of coverage for losses resulting from certain accidents—$30,000 for *any* covered accident (see benefits chart). Select the entire coverage for yourself or split it between you and your eligible dependents: the contribution remains the same. And, as a unified member, you are eligible for this protection at attractive group rates—and there's no medical examination to enroll! Just look at the chart below to see the outstanding benefits of enrolling in this plan, underwritten by The Prudential Insurance Company of America.

AD&D BENEFITS ARE PAYABLE AS FOLLOWS:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Increasing benefits . . . an added benefit of unified membership," up to a maximum of $50,000 for each member.

Add $4 for optional disability protection!

If you are under age 60, for just $4 more per year, you can have the additional protection of a Special Disability Benefit along with the basic AD&D coverage. This optional benefit assures you an income of $500 a month if you become totally disabled within 30 days after and as a result of an accidental injury. And it is payable *regardless* of any other coverage you may have.

This special benefit is for members only, and the injury must occur while you are insured for this benefit and before you reach age 60. Benefits begin after the 26th week of total disability and are payable while you remain totally disabled up to ten years or until age 65, whichever comes first.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training, or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Increasing benefits . . . an added benefit of unified membership.

You are entitled to even greater AD&D benefits for certain accidents when you remain continuously insured as a member under this plan for up to five years. The benefit payable to you for an accident on a public conveyance will increase $10,000 on each anniversary of your effective date of coverage (occurring after October 1, 1975) up to a maximum of $50,000. For example, after five years, a "Member Only" would be insured for $180,000: $130,000 + $50,000!

Important facts about AD&D coverage:

AD&D benefits—In any one covered accident, one-half the full benefit amount is payable for loss of one foot, one hand or sight of one eye. The full benefit is payable if death or more than one such loss results from the same accident. For persons under age 70, AD&D benefits are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

*Time limitations are not applicable in Pennsylvania.

Eligibility—All unified members are eligible. Eligible dependents include: your spouse (unless legally separated); all unmarried children (including legally adopted, foster and step-children) between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. No one is eligible for dependent insurance while in active military service. Dependents coverage may be included when you enroll or at any time thereafter. Once dependents coverage is in effect, newborn children are automatically insured at the age of two weeks. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

A dependent's coverage will remain in effect until eligibility requirements are no longer met or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the unified association and continue to make your annual contribution. In the case of your death, your spouse will have the opportunity to arrange continuance of coverage for your covered dependents at that time until they are no longer eligible.

It's a fact: accidents do happen...

And they *can* involve you or someone you love. So think about the security offered by the full AD&D program with optional disability. Remember:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage, although the optional Disability Benefit is limited to unified members under age 60.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid no matter what other insurance you have.

Take advantage of this outstanding Association benefit. Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 with optional disability. Your insurance will become effective upon receipt of your initial premium payment and acceptance of your enrollment form by Prudential.

Exclusions:

Optional Disability Benefits are not paid until after the 26th week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

The program does not cover losses, or disability where applicable, resulting from: suicide or its attempt; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft, or if aircraft, it is being used for test or experimental purposes.

*Time limitations are not applicable in Pennsylvania.

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ENROLLMENT FORM

R 6-81

NEA Accidental Death & Dismemberment Program
P.O. Box 433, Fort Washington, Pennsylvania 19034

Statements By Member To Be Insured
(Please print all answers)

NAME: ____________________
Last First Middle Initial

DATE OF BIRTH: ____________________
Mo. Day Year

RESIDENCE: ____________________
Street

____
City State Zip Code

BENEFICIARY AND RELATIONSHIP
(example Mary A. Doe, NOT Mrs. John Doe)

____
First Middle Initial Last

____
Relationship

ARE YOU A NEA MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:
☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60
☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED:
(please check one)
☐ Member only
☐ Member and spouse
☐ Member and each eligible child
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the NEA Members Insurance Trust. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

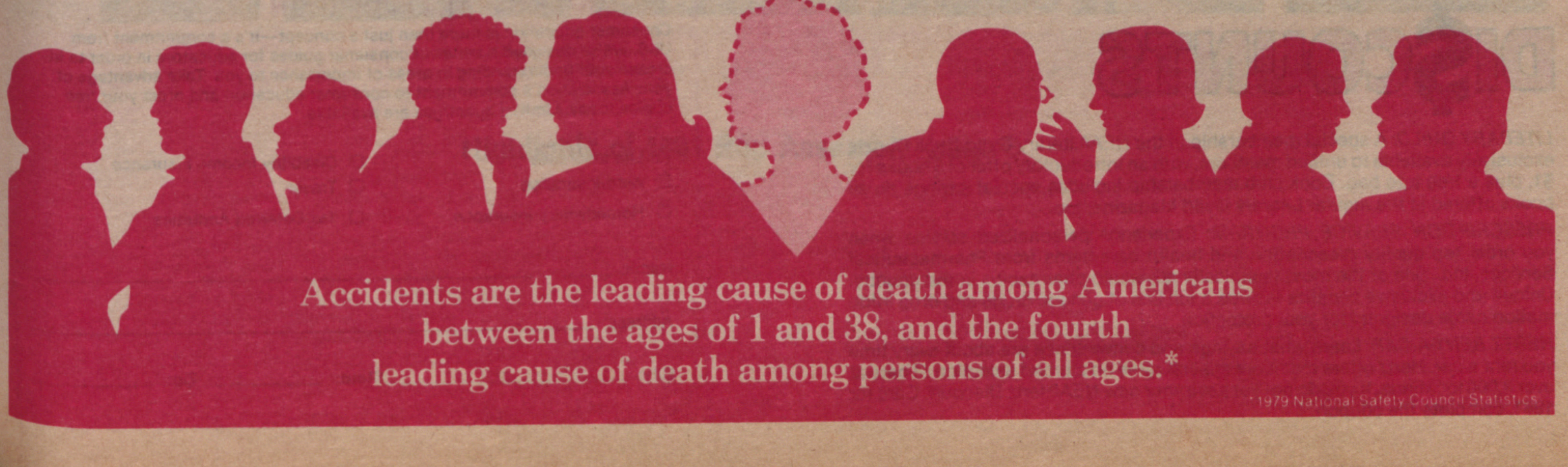
Date Signed ____________________ 19____

SIGNATURE
OF MEMBER ____________________

Make Check Payable to: NEA AD&D Insurance

FOR INSURANCE OFFICE ONLY
Ident. # Eff. Date Dep. Plan Code GRP 76780-1

If you think a serious accident will never happen to you, consider this:



Accidents are the leading cause of death among Americans between the ages of 1 and 38, and the fourth leading cause of death among persons of all ages.*

*1979 National Safety Council Statistics

WHAT MAKES USS SO SPECIAL?

With USS,* tomorrow's benefits can be yours today.

At Unified Special Services, we have a special way of looking ahead at *tomorrow's* needs. That's why your state and local associations are working together with the NEA to help unified members meet whatever the future brings. We're continually developing and improving exclusive benefit programs that offer the best combination of quality, service and value. Take advantage of your Association's sponsored programs and put your membership to work for you, your family and your life-style, today *and* tomorrow.

PROTECTION

TERM LIFE INSURANCE: Life insurance can be the most important protection you provide for your family. The New Independent Educators Plan underwritten by The Prudential Insurance Company of America insures members for up to $100,000, and now features spouse and dependents coverage, too.

ACCIDENTAL DEATH AND DISMEMBERMENT INSURANCE: As we are becoming an increasingly mobile society, the chances of an accident happening are greater than ever before. For $19 a year, accident coverage is available for you and your eligible family members, anywhere in the world for 24 hours a day. This plan is underwritten by The Prudential Insurance Company of America.

HOMEOWNERS INSURANCE: Home and personal property protection that offers fire and broader coverage is available at money-saving rates to renters and homeowners. Special features for unified members are now available. Plans are underwritten by the Horace Mann Insurance Company.

IN-HOSPITAL BENEFIT PLAN: A hospital bill is not the only cost involved in being hospitalized. This coverage pays you $40, $60, or $80 for each day of hospitalization . . . money to use in any way you choose. Payments are doubled when hospitalized for cancer or intensive care. Enrollment is guaranteed for all unified members under age 65. This plan is underwritten by the Life Insurance Company of North America and the Horace Mann Life Insurance Company.

TRAVEL

TRAVEL: Broaden your horizons with a travel tour tailored to fit your plans. Experience the world for yourself with or without academic credit. For more information on the NEA world of travel programs, call (800) 424-1050, or complete the coupon.

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LITERARY GUILD: A special membership in the NEA/Literary Guild Book Club is exclusively available to unified members, with an introductory offer of 5 books for $1, plus a free tote bag. Book club membership includes special savings on all books offered in the regular Literary Guild Magazine, too.

PRESCRIPTION SERVICE PROGRAM: Experience personalized service when you order top quality prescription and health care items from Pharmaceutical Services, Inc., one of the most technically advanced pharmacies in the country. Unique and exclusive benefits include a full line of generic drugs and drug information cards designed for your protection.

HERTZ RENT-A-CAR: Learn what savings and convenience are about every time you rent a car. Hertz offers members special rates on a broad selection of cars at over 4,000 locations. If you do not yet have your new NEA/Hertz Discount Card for 1981, complete the coupon.

SECURITY

TAX-DEFERRED ANNUITIES: Put your before-tax dollars to work for your retire- ment and shelter a portion of your annual salary through enrollment in an in- dividual or group tax-deferred annuity plan. The plans feature low sales charges, high current and guaranteed interest, and liberal transfer provisions. The UTP Plan is underwritten by the Horace Mann Life Insurance Company.

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Your sign of something special—VALUE!

USS . . . we provide services so special, they're part of our name.

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R-6-81

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☐ NEA/Literary Guild Book Club
☐ Prescription Service Program
☐ Hertz Rent-A-Car
☐ Tax-Deferred Annuities

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Consumer education is more than just a concept—it's a commitment from USS. We've designed a series of consumer guides for educators in order to increase your understanding in areas of importance to you. Take advantage of your Association's commitment to consumer education and order your *free* copies today. Limited quantities are available.

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☐ Auto Insurance
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☐ Disability Income Insurance
☐ Travel
☐ Tax-Deferred Annuities

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Education
Association

Washington, D.C.

NEA REPORTER

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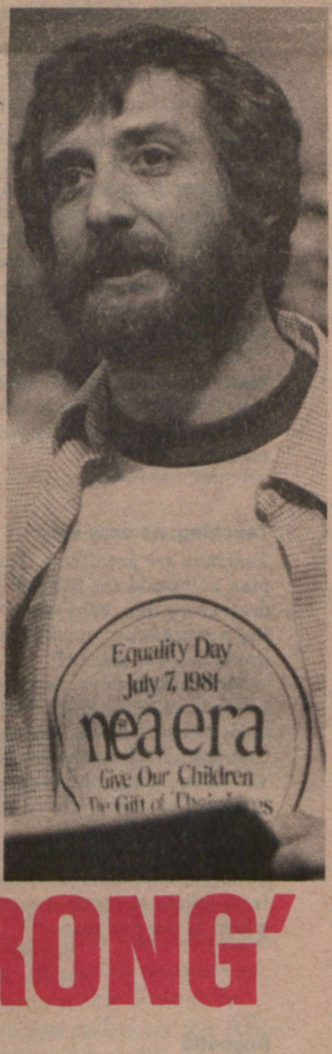
Equality Day
July 7, 1981
nea era
Give Our Children

NORTH DAKOTA
WYOM

'KEEP PUBLIC EDUCATION STRONG'

Highlights of 1981 Rep Assembly, page 6

YOUR TURN

It's time for an all-out push to build membership

by Sharon Fortune

As teachers we are dedicated to the belief that education creates an awareness of personal potential in our students. Daily, we also realize that our own self-esteem is greatly shaped by how effectively we're performing our jobs, as well as by others' perceptions of our work.

Our personal striving for excellence, coupled with our real pride in our profession and our commitment to our students and to each other, should bring us solidly together in one local-state-national organization. Our collective strength as advocates for public education is based largely on our numbers.

From personal experience I know that low membership can paralyze an Association's effectiveness. In the 1979-80 school year, my local—Lamoille Union High School Teachers Association—had only 44 percent of the teachers as members. Even though we had the legal right to bargain, the school board looked at the nonmember majority, perceived teachers as apathetic, weak, and divided—and acted accordingly.

"Don't talk to us just about your members," the board would say. "What do the *rest* of the teachers think?"

When I was elected president of the local in the spring of 1980, I set increasing membership as my first priority. I recruited 10 of the more active members of the local to plan a membership drive.

The campaign involved contacting each teacher and personally asking him or her to join. We pointed out the tangible advantages of joining—such as legal backing, insurance, and other NEA and Vermont Education Association benefits and services.

We also talked about the value of presenting a unified front to our school board. We stressed that if the board was ever going to take contract negotiations seriously, we had to begin speaking with *one* voice—rather than as individuals petitioning the board or the administration about their concerns. We made the point that although every teacher in the bargaining unit would be covered by any contract we agreed to, only Association members were eligible to vote on ratification.

Our promotional efforts were so successful, even we were surprised! At the end of a three-week campaign, we had 86 percent of the teachers enrolled in the Association.

Can we see a difference in the effectiveness of our organization now that we've almost doubled our membership? Unquestionably, emphatically —*yes*. The biggest change is that when we meet with the school board across the table now, they treat us with greater respect, because they know we stand united. The chair of the board's negotiating committee has contacted me and the head of our negotiations team several times since our latest contract talks began, saying he's worried about a possible strike.

The real reason that man is worried is because we have 86 percent membership—and the unity that could make a strike successful. The board members are in awe—and they should be—of what has happened in our local. That gives us much greater leverage at the table.

We ratified a good contract last fall, right near the end of the membership campaign. It included a salary increase of about $1,100. I'm convinced one of the reasons that contract was so good was because the board sensed the growing solidarity of our Association.

Even though I take personal pride in the dramatic increase in membership, I know I could not have done it alone. The teachers who went out and recruited members were each committed to the belief that we must band together to achieve our goals—for ourselves and for our students.

This fall, please don't wait to be asked! Renew your own Association membership—and then put a little personal pressure on those nonjoiners in your building. We need everyone. Speaking with one voice, we *will* be heard. ☐

Sharon Fortune is president of the Lamoille Union High School Teachers Association in Hyde Park, Vermont. An English teacher for eight years, she also serves on the Vermont Education Association board of directors and was a delegate to the 1981 NEA Representative Assembly.

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Teaching: no easy task

Teachers are architects. They help plan and build the lives of children every day. Why then is teaching a profession on which so little importance is placed?

Most adults never see the inside of a school while class is in session. The only news that reaches their ears is of teacher strikes, vandalism, and competency test scores. The efforts are never mentioned.

Teachers are among the least honored Americans. For people from whom so much is expected, where is the due respect?

Bobbie Bowling
Attalla, Alabama

Boycotts

It never ceases to amaze me how NEA gets tied up with noneducational goals. I am very sure most members would not go along with these boycotts if polled. . . . But, on the other hand, if you want to do something constructive for education, why don't you boycott the tobacco and liquor industries which "help" thousands of teachers to early death or disability from their sales of products which cause heart, lung, liver, and stomach diseases or disorders?

Harold H. Heath
Las Vegas, Nevada

P.S. No, I'm not a Mormon, nor am I a teetotaler.

Ku Klux Klan

I was most interested in your June 1981 feature articles outlining Ku Klux Klan recruitment of children, and am inserting those articles in the *Congressional Record* for the attention of my colleagues.

As a member of the Senate Judiciary Committee, I occupy a particularly useful position from which to encourage appropriate Justice Department response to illegal Klan activities.

Charles E. Grassley
United States Senator (R-Iowa)

'What's best for the child'

How many times when we object to a school policy or administrator's demand are we told, "But you must remember what is best for the child"? This answer has become a monotonous rationalization for any new program, policy, or request anyone wishes to thrust on us.

When administrators or supervisors mouth this line they seem to feel they are instantly elevated to a kind of martyrdom proving their selflessness. Frequently, all that is involved for them is issuing the edict. The mounds of paperwork, schedule adjustments, and other requirements fall to the classroom teacher.

When teachers object to unfair demands on their time and energy, they are told they are selfish and should put the child's needs above their own. As a teacher of 32 years, I am tired of these unfair shenanigans that lay a guilt trip on teachers. The great majority of us became teachers because we do care about children. We instinctively put the child's needs first—unless judgment or fairness indicate otherwise.

No person or group should be told continually that they must always consider someone else's needs above their own. Treating teachers as nonentities with no basic worth of their own diminishes respect for teachers and saps morale. In the long run, it is against the best interests of the child. Good programs are not carried out by unhappy and dissatisfied teachers.

When any important school program is initiated, let it be based on consideration of "what's best for all concerned."

Evelyn M. Goodin
Sacramento, California

A chilling tale

The Midvale School Board (none of whom ever saw me teach), reacting to the complaints of five parents (none of whom ever visited my classroom), has voted unanimously (in a meeting to which I was not invited) to deny me a teaching contract for a second year.

The exact reason for my dismissal is a mystery, with the board citing "alleged comments" and "casual manner and dress." However, one parent did tell me he was upset by our study of *Shogun* because he "hates Japs." Another criticized our reading of Edgar Allan Poe because his stories are "too gross." Still another parent complained that we "talked about stuff that wasn't in the English book" (art, music, current events, etc.).

I believe that the study of language necessarily involves all aspects of life—and especially our ability to reason. Some students and parents found this method very uncomfortable—and argued that it was wrong and bad for an English teacher to require, or even encourage, pupils to think on their own.

That there is no room for a progressive educational philosophy in the Midvale, Idaho, schools is to *their* discredit, not mine. And in the long run, it is the children who will suffer.

Larry Rottman
Cambridge, Idaho

Disappointed

I was very disappointed in the "Roving Reporter" column in your June issue. I never saw such a biased selection.

Surprise, surprise—some people do support our President. That is why he was elected! As a teacher for over 10 years I am very sorry to see our national association become such a self-serving interest lobby. Please change!

Patricia Harvey
Milford, Connecticut

NEA
REPORTER

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Contributing writers: page 3 **David Foerster;** pages 6-8 **Howard Carroll;** page 18 (bottom) **Marian Clayton;** page 19 (top) **Marian Clayton;** page 21 (Ohio) **Don Schaub.**

Congress blunts Reagan attack on public education

As the federal budget takes final shape, education is faring better than other social programs—but schools will still be badly hurt.

SAVE OUR SECURITY
LOCAL 6
NEA FIGHTS REAGAN SOCIAL SECURITY CUTS!
NEA SAYS STOP SOCIAL SECURITY CUTS!

At a July rally on the U.S. Capitol steps, members of NEA, senior citizens' groups, and other organizations in the "Save Our Security" coalition protest the Administration's proposed cuts in Social Security benefits.

WASHINGTON, D.C.—Public schools will open this September with fewer federal aid dollars.

But the cuts America's schools are now facing are substantially smaller than the cuts President Reagan originally proposed last February.

The President had asked Congress to slice about 30 percent off of federal aid to education, a move that would have effectively eliminated much of the federal assistance for public schools legislated over the past two decades.

NEA mobilized at every level—local, state and national—to fight this clear threat to public education.

Members of NEA's Congressional Contact Teams—the Association's grassroots lobbying network—came to Washington and helped organize their colleagues against the Reagan cuts.

Association members from across the country paid visits to their local congressional offices, wrote letters, sent telegrams, and provided members of Congress with analyses of the impact of the Reagan cutbacks on their districts.

The Reagan forces won the first round of the budget fight last spring. The Reagan-backed budget resolution proved a shoo-in in the GOP-controlled Senate. On the House side, Republicans were joined by nearly 30 Democrats, and the Reagan budget passed by a small margin.

This Reagan budget targeted more than $38 billion in federal spending cuts for education, Social Security, Medicare, and many other vital human services programs. At the same time, the White House budget okayed by the House and Senate called for the biggest peace-time military spending increases in U.S. history.

But this first budget vote only set broad spending targets. Congress had yet to detail which programs would be cut and by how much. The Reagan Administration had some very specific ideas on what to cut—and also proposed to enact, through the budget process, sweeping changes in existing law that would drain even more federal dollars out of the public schools.

For a while it appeared that the President might get his cuts and changes, too. But NEA lobbyists on Capitol Hill, working closely with senators and representatives from both parties, gradually helped convince the key congressional committees in the budget process that the nation's public schools just couldn't absorb the deep cuts envisioned by President Reagan.

These committees, after a series of crucially important negotiation sessions, voted to take much of the bitter sting out of the Reagan budget for education.

The House and Senate then voted spending plans—called "reconciliation" in congressional budget shorthand—that reduced Reagan's original 30 percent cut in aid to education down to 10 percent.

Moreover, the Administration's block grant scheme, which would have lumped the reduced federal funds into unearmarked packages, was modified so as to leave the two largest federal education programs—ESEA Title I (for the disadvantaged) and education for the handicapped—separate and relatively intact.

The reconciliation bill reduces impact aid to about half the current funding level and makes deep cuts in school lunch, college student assistance, and other major education programs.

The kicker is that the reconciliation bill imposes a three-year cap on federal education programs. This means that in fiscal 1984, schools will receive —at best—no more than they received in 1980. When inflation is taken into account, the cap will mean a massive cut in real buying power for the schools.

Meanwhile, activity is heating up on other congressional fronts:

- House and Senate committees will shortly resume work on **Social Security** financing legislation. Delegates to this summer's NEA Representative Assembly mailed a total of 18,000 postcards from Minneapolis to Capitol Hill protesting the Administration's proposed cuts in benefits. NEA is also working with a coalition of 90 major national groups in efforts to head off these cuts. The House Ways and Means Committee expects to have its bill ready early this fall.
- At press time House and Senate were at work on a massive **tax cut bill,** including—in both houses—relief from the "marriage penalty" imposed by the current tax law. NEA and allied groups are seeking amendments to provide for indexing (adjusting) of individual income tax brackets to counter the "bracket creep" caused by inflation.
- The Senate is slated to resume consideration of the authorization for the U.S. Department of Justice, after months of battle over a controversial amendment that would prohibit **busing** as a tool for school desegregation.
- Extension of the **Voting Rights Act** of 1965 is nearly ready for floor action in the Senate, with major debate expected on provisions requiring certain states to get Justice Department approval before making any election law changes. ☐

Marches, rallies set for Solidarity Day

September 19: A day to protest Reaganomics

Mark your calendar—Saturday, September 19, 1981. Solidarity Day. It's the day thousands and thousands of Americans from every corner of the country will converge on the nation's capital to protest the Reagan Administration's economic policies.

Solidarity Day will be your chance to object to the Administration's efforts to repeal 50 years of social progress in America. People from labor, civil and human rights, consumer, religious, and women's groups will be there to demonstrate that Ronald Reagan has no national mandate for elitist social and economic programs that aid the wealthy while squeezing the poor.

You should be there too—to protest Reagan's attempts to gut public education through federal budget cuts and tuition tax credit schemes.

The mass rally at the Washington Monument will be the first national demonstration against the thrust of a total government program. The day's activities—including skits, speeches, and a march—will try to refocus public attention on goals for which the nation was founded—social and economic justice for all.

"Teachers, professors, and school support staff are among those being hit hardest by Reagan's economic gameplan," points out NEA President Willard McGuire. Those who have not already lost their jobs as the result of the squeeze on federal aid to education may soon feel the pinch from other Reagan-induced cutbacks—in student loans or Social Security benefits, for example.

"All of us—teachers, secretaries, bus drivers, security guards, cafeteria workers, and the rest of us who work in our nation's public schools—will lose if we sit back quietly," McGuire says. "We must make our feelings known."

The 1981 Representative Assembly guaranteed NEA's role in Solidarity Day by adopting a new business item that says: "The NEA will support as an active participant the Solidarity Day demonstration called by the AFL-CIO for September 19, 1981, for the purpose of fighting the Reagan Administration's economic policies and similar state economic policies. . . . NEA will also encourage corollary demonstrations in the various state capitals." ☐

SOLIDARITY DAY
SEPTEMBER 19, 1981

NEA—and you—make it happen!

Embracing all members of the school family, NEA has become THE advocate for public education in this country. The unity, strength, and wisdom of the organization are derived from you, the members.

Twenty-five delegates to this summer's NEA Representative Assembly were asked what membership and involvement in the Association mean to them. Their responses covered all fronts, but a few themes were sounded over and over: NEA is a leader in member protection, lobbying, instructional issues, research, contract negotiations, and political action.

PROTECTION

Whenever a member's rights are threatened or violated, the Association is there—with attorneys, staff assistance, and money. Comprehensive legal protection is available to all members through the Unified Legal Services Program, the Attorney Referral Program, and the Educators' Employment Liability Program.

Beginning September 1, NEA is raising its members' professional liability insurance coverage from $250,000 to $1 million because of members' demands for improved coverage.

For the first time ever the Educators' Employment Liability Program will now also pay damages as well as legal costs—up to $250,000—in civil rights suits. It will also reimburse legal fees—up to $25,000—to members charged with violating criminal statutes in connection with their work. The expanded plan covers additional activities of educational support staff, including preparing food and protecting school property, as well as most regular classroom activities. Psychological, therapeutic, and counseling services are also included under the new plan.

NEGOTIATIONS

NEA trains local leaders to become effective negotiators at the bargaining table. The Association also offers backup financial data for budget analysis and comparison. NEA uses its computer network to gather the latest information on contracts bargained throughout the country. On-the-spot staff assistance is provided in crucial bargaining situations.

POLITICAL ACTION

Through a formal endorsement process, NEA works to elect pro-education candidates to federal office. Contributions to federal campaigns are made through NEA-PAC, a separate political fund made up of voluntary contributions from NEA members. The Association will be taking an active role in the 1982 congressional campaigns because the outcome could set the political tone for the rest of the decade.

LEGISLATION

NEA is working tirelessly on Capitol Hill to fend off attacks on public education. In line with an agenda set by the Representative Assembly, NEA's legislative activity is currently focused on such issues as tuition tax credits and vouchers, funding for federal education programs, tax revisions, Social Security benefits, and preservation of cabinet status for education. Realizing that professional lobbyists alone are not enough, NEA has organized a "contact team" in each congressional district—NEA members who can apply pressure as constituents on their members of Congress, both at home and in Washington.

RESEARCH

NEA gathers, stores, and analyzes current data on a host of topics, such as school statistics, teacher and support staff salaries and benefits, arbitration decisions, retirement systems, school finance, and economic trends. NEA researchers also train state and local Association staff in the use of computerized research for legislative, public relations, instructional, and other programs.

IPD

Through its state affiliates, NEA offers workshops to help teachers play a stronger leadership role in improving instruction, providing equal educational opportunity, and strengthening professional development. During the past year members have attended sessions on teacher stress, testing, school violence, discipline, and political action as a professional responsibility.

SPECIAL SERVICES

The Association sponsors a variety of voluntary economic services for the benefit of unified members. Members may participate in unique life, homeowners, and in-hospital insurance programs. Free consumer guides are available which can help members become better, more informed consumers. Money-saving discount programs offer value on books, prescriptions, and travel. In many states, a vitamin program, credit plan, and purchasing service are also available. ☐

We need the Association to help fight what I call the "Big Daddy" syndrome. That's where teachers assume they don't need to be politically involved, that the school boards know what's best for education. It's the feeling that the boards know what's best for us and are going to take care of us. Unfortunately, that's simply not true. We're the experts. We have the knowledge and skills to make a difference—and to make sure quality education is being provided.

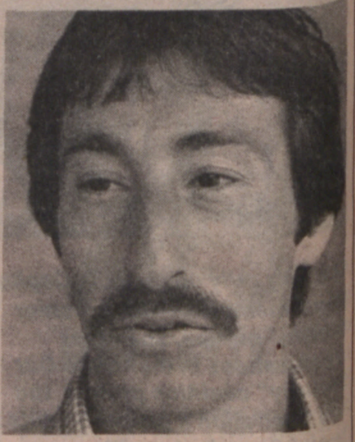
Eduardo Holguin,
5th grade bilingual
Las Cruces, New Mexico

I get a lot of information from the Association—like research, educational studies, classroom tips, the legislative report card.

Jo Ann Thomas, *English*
Lake Worth, Florida

Through the Association we received help in preparing a grant proposal for our teacher center in Spring Valley.

Gail Reynolds, *English*
East Ramapo, New York



The Association is the only true vehicle we have to make changes in the system—in instructional areas or in the area of social reforms.

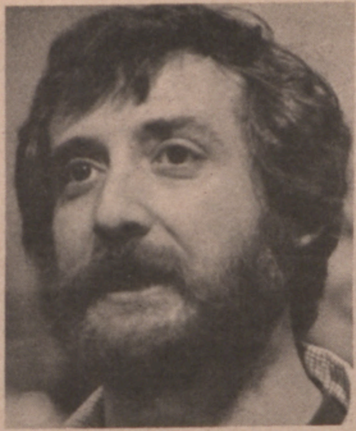
Lenny Forti, *phys ed*
Atlanta, Georgia

The Association is more accessible than any other professional group I know about. One can get in and help make decisions.

W. Rayford Johnson, *band*
St. Paul, Minnesota

Whenever I need anything—inservice programs, legal advice, PR ideas—help is just a phone call away.

Sharon Mullen, *first grade*
Blackfoot, Idaho

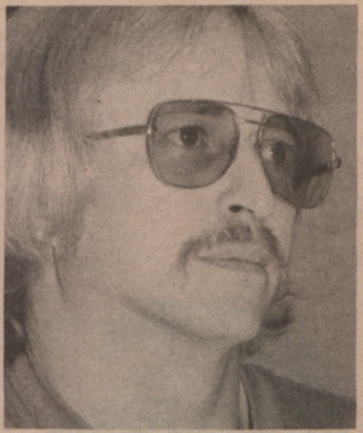


I'm excited about the relationship our teachers in K-12 and higher education have in our union. We're interested in doing what's best for each other.

Peter Lehman, *sociology*
Portland, Maine

One of the most important things the national organization does is to train local teacher negotiators.

Iola Burton, *English*
Lawndale, California

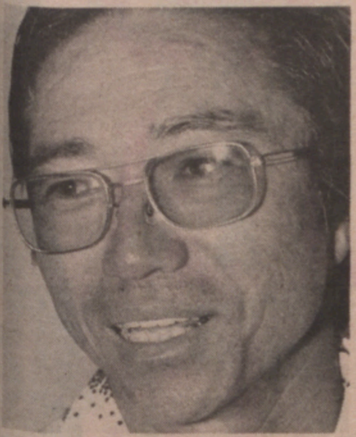


I like being part of a democratic organization like NEA. There is no democracy in most other unions.

Hal Smith, *school electrician*
East Brunswick, N.J.

Banding together is the only way our voices are going to be heard. Together we can do more for ourselves and our students.

Gwendolyn Towne, *sixth grade*
Tuba City, Arizona



The training I've received from the Association has helped me not only in my profession but in my personal development as well.

Joe Tanaka, *counselor*
Hilo, Hawaii

The liability insurance and lawyer referral service are two real benefits of belonging to NEA.

Delores Turner, *teacher aide*
Cumberland, Maryland

If the board or administration tries to circumvent the rights of a teacher, I like having the power of the NEA behind that teacher.

Tom Bennett, *social studies*
Hazelwood, Missouri

Since substitute teachers are prime targets for any trouble in the classroom, we need the protection and backing of the Association.

Carol Carr, *substitute teacher*
Wellington, Ohio

The Association is working for teachers, for teacher rights, for bargaining. NEA is making the teaching profession better for all concerned.

Richard McClain, *fourth grade*
Salem, Oregon

NEA has helped us get a more equitable salary scale. We're now getting paid on a more equal basis with teachers in the rest of the nation.

Ofelia Robles, *government*
Seoul, Korea

The greatest service NEA and the state affiliates offer to professional educators is protection of teacher rights.

Frank Roberts, *phys ed*
Raleigh, North Carolina

NEA's information on discipline and classroom management is good.

Eddie Spence, *second grade*
Odessa, Texas

By publicizing positive things that are being done in the classroom, the Association is helping project a more positive image of our profession.

Shirley Williams, *science*
Baton Rouge, Louisiana

By belonging to the Association, I know I have the support of teachers in time of need. I really am part of the united teaching profession.

Dolores Garcia, *special ed*
Antonito, Colorado

Without our lobbying efforts, teachers would get nothing from the state legislature. There is no one else speaking up for us but ourselves.

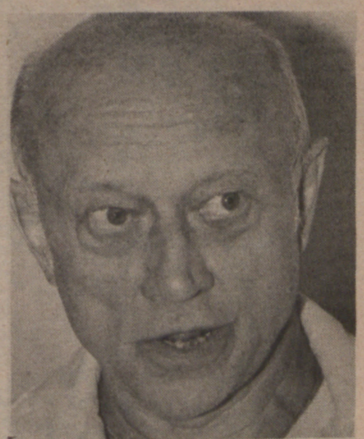
Linda McGuire, *teacher of hearing impaired*
Florence, Alabama

As a Congressional Contact Team member, I've seen the pressure the Association can put on the Congress.

John Halloran, *sixth grade*
Worcester, Massachusetts

All of the insurance—health, life, liability—is excellent.

Mary Effinger, *special ed*
Ann Arbor, Michigan



If you're going to be professional, you have to act professional. You're not acting professional if you're not part of a professional organization.

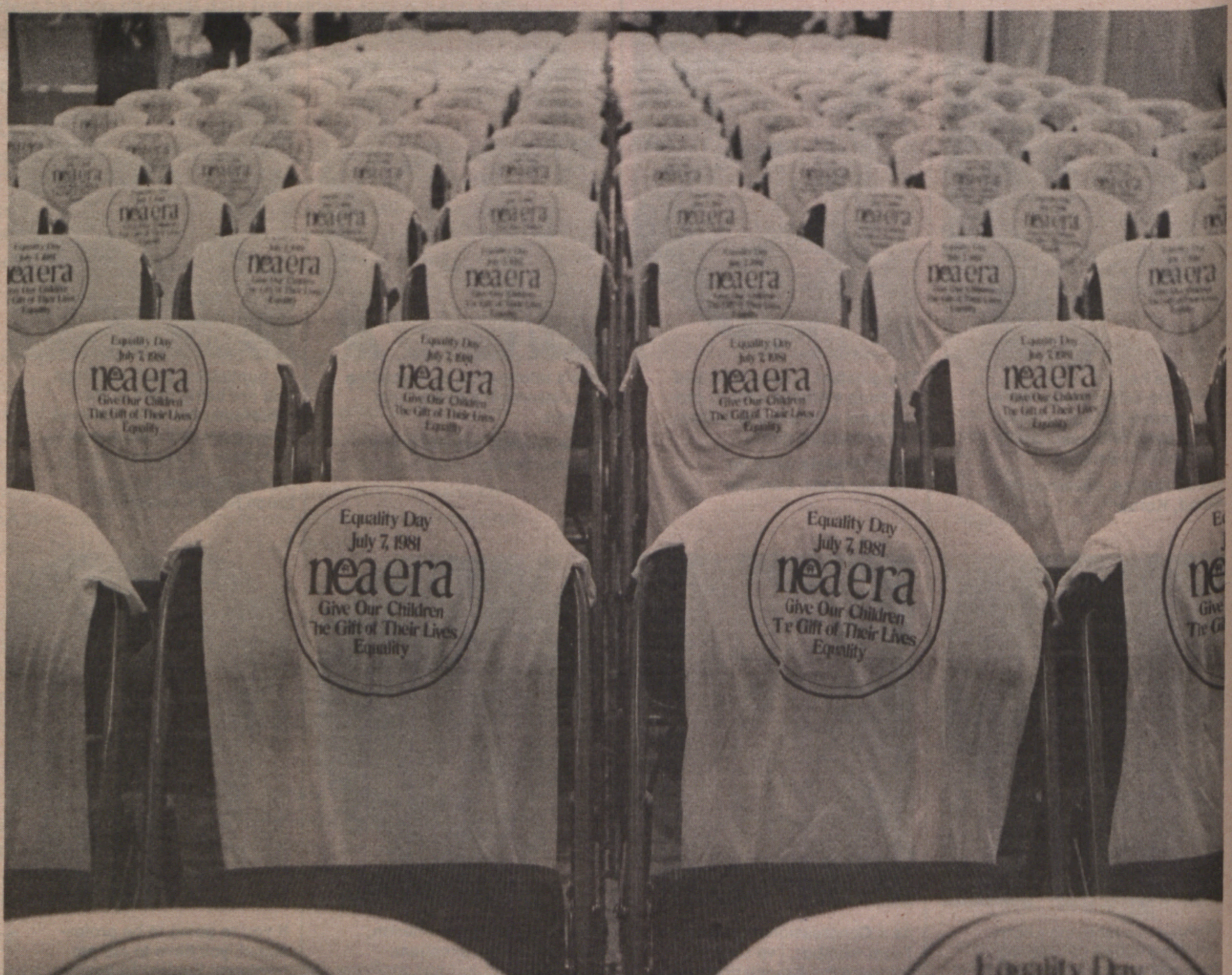
Raymond Janota, *science*
Park Forest, Illinois

Public education shouldn't be split. All of us should be represented by one organization. NEA has the numbers, clout, and services higher education faculties need.

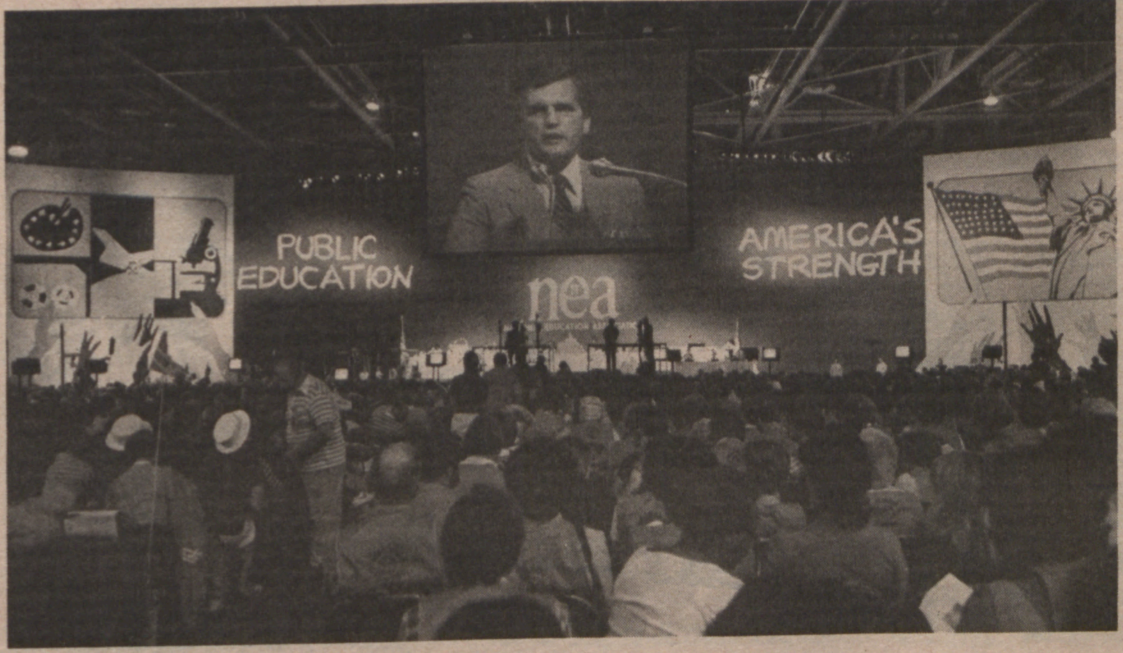
Leigh Barker, *communications*
Waukesha, Wisconsin

NEA DELEGATES SOUND A CALL TO ARMS

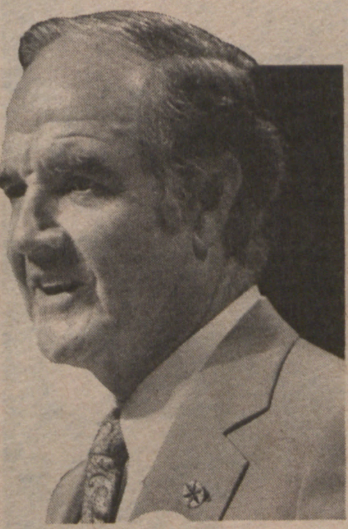
Public education as we know it is under attack, NEA Executive Director Terry Herndon warned in his address to delegates.


Equality Day
July 7, 1981
nea era
Give Our Children
The Gift of Their Lives
Equality

Although the 190 Wisconsin delegates had to return home early for a legislative crisis, they left behind a powerful symbol of support for ERA on Equality Day.



George McGovern thanks NEA for honoring him with the 1981 "Friend of Education" award.



MINNEAPOLIS—Faced with unprecedented school budget cuts and other Reagan Administration policies that threaten to destroy public education, NEA's highest policymaking body met here July 4-7 and vowed to fight back.

The mood of the 7,100 delegates to NEA's annual Representative Assembly—elected to speak for the 1.7 million NEA members nationwide—was one of unity in adversity. NEA President Willard McGuire set the tone in his opening address, sounding a "call to arms" to save the nation's public school system.

"There is no one else to do it," McGuire declared. "We are America's educators. If public education is to survive, it is we who will have to see that all that is necessary is done.

"We must continue our fight for budget decency," McGuire stressed. "So long as public schools lack the federal support they need, so long as any child in America lacks the wherewithal to achieve a full and decent life, we must not and we shall not be silent."

NEA Executive Director Terry Herndon echoed the theme, spelling out the emergency now facing teachers and students: "Massive cutbacks in federal aid at all levels, threatened abolition of the fledgling U.S. Department of Education, the passage of Proposition 2½ in Massachusetts, the maturation of Prop 13 in California, traumatically depressed economies in the northeastern industrialized states, and tax caps and spending lids throughout the country might interact to lay off more than 100,000 teachers this fall. Emergency? I'd say so!"

The delegates adopted a new business item calling on NEA to organize a "National Day of Conscience for Public Education"—a coordinated one-day demonstration at local, state, and national levels to call public attention to the layoffs and budget cuts that threaten the schools. As yet no date has been set.

The Representative Assembly also called on NEA and its affiliates to join in the more general "Solidarity Day" marches and rallies September 19 against the Reagan Administration's economic policies (*see page 3*).

Responding to the clear need for a redoubling of organized political effort and commitment, delegates here—in a drive spearheaded by the Michigan delegation—dug into their own pockets to contribute $53,500 to NEA's political action arm (NEA-PAC) for use in the critical 1982 congressional elections.

They also voted to recommend raising the guideline for voluntary NEA-PAC contributions to a minimum of $10 per year.

On July 7, designated "Equality Day" at the Representative Assembly, the hall was a sea of thousands of green and white NEA-ERA T-shirts as delegates demonstrated their unwavering commitment to the battle for ratification of the Equal Rights Amendment by the June 30, 1982 deadline. Approval by

continued on next page

Rosa Maria Rivera, a teacher exiled from El Salvador, makes an impassioned plea for NEA to go on record as condemning the government of El Salvador for its role in assassinations and other acts of violence against educators.

Delegates elected (from left) Jim Sproul as administrator-at-large on the NEA Board of Directors; Pearl Mack to the Executive Committee; Bernie Freitag and Willard McGuire to second terms as NEA vice-president and president; and Odetta Fujimori to a second term on the Executive Committee.

Photos below:

(Left) All but two of America's astronauts are products of the public schools, Maj. Charles Bolden, Jr. pointed out in a speech to the RA. Bolden is a future space shuttle pilot.

(Center) Arizona delegate Marion Pickens gleefully checks out her prize in the NEA-PAC raffle—a 1981 K-car.

(Right) Getting the ERA ratified will take great spirit and determination, warned Addie Wyatt of the United Food and Commercial Workers Union.

NEA-PAC, ERA efforts spark 1981 Assembly

continued from page 7

three more state legislatures is needed.

An NEA-ERA fundraising drive here produced more than $50,000 to support ratification efforts in the key target states: Virginia, North Carolina, Georgia, Florida, Oklahoma, and Missouri.

The annual Friend of Education Award, NEA's highest honor, was presented to former Senator George McGovern of South Dakota. During his 22 years in Congress, McGovern consistently supported federal programs to improve the schools.

"We need a new definition of national security and national defense," the former Presidential candidate told the delegates. "Education is more vital to the national defense than any single investment we can make." McGovern got a standing ovation.

NEA affiliates honored during the Assembly for outstanding membership development included the North Carolina Association of Educators (largest number of new members in the past year), Missouri NEA (biggest percentage increase in membership), and the Colorado and Vermont Education Associations (strongest sustained patterns of membership growth over the past decade).

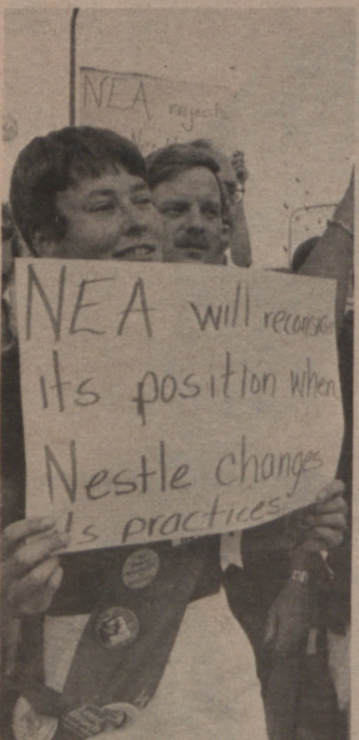
The Assembly worked its way through some 90 proposed items of new business and updated NEA's nearly 200 resolutions. *Highlights of new business action appear on page 17; full text of the resolutions begins on page 9.*

The delegates also approved NEA's legislative agenda, dividing the Association's objectives for the 97th Congress into three tiers of activity: priority initiatives (general aid to education, collective bargaining); current congressional issues (block grants, Department of Education, tax revision, appropriations, tuition tax credits, and others); and continuing concerns to be lobbied as they arise (mobile teacher retirement, reauthorizations, national health insurance, copyright law, etc.).

As always, not all of the action at this year's annual meeting was parliamentary. Learning of the Nestlé Corporation's continued attempts to reverse the will of the Representative Assembly, over 2,000 delegates—led by NEA President Willard McGuire—rallied outside the headquarters hotel where Nestlé officials were hosting a cocktail party to which they had invited select Association leaders.

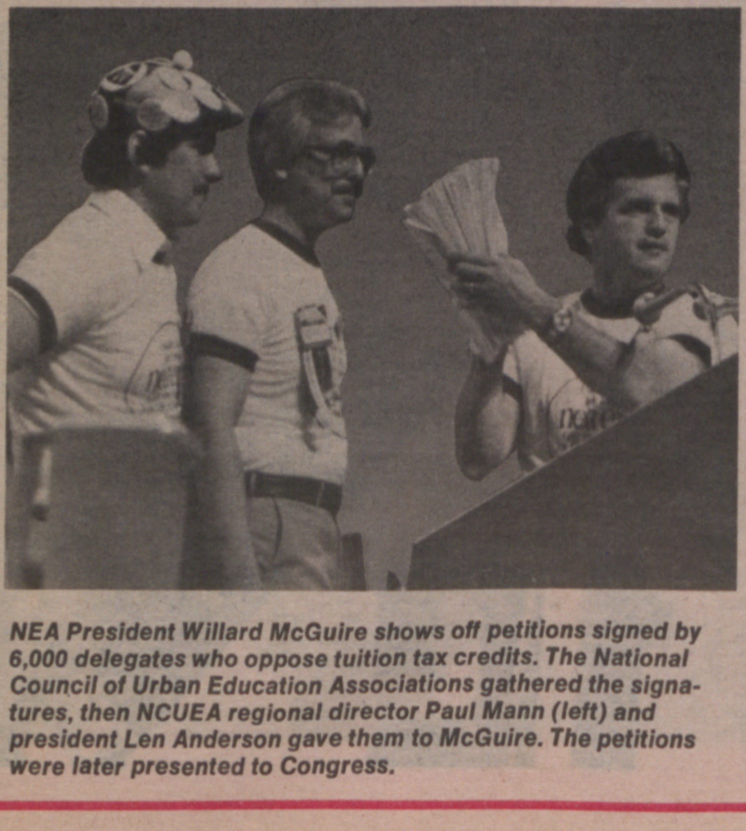
The party was the latest in a year-long series of Nestlé attempts to end NEA's support of the national boycott of Nestlé products—a boycott endorsed by the 1980 Representative Assembly. The action protests the company's methods of marketing and distributing its infant formula in the Third World, where millions of women have been persuaded to stop breastfeeding and use the formula instead, to the detriment of infant health.

In secret-ballot elections during the Representative Assembly, delegates gave Willard McGuire of Minnesota and Bernie Freitag of Pennsylvania second two-year terms as NEA president and vice-president. They also elected Odetta Fujimori of Hawaii to serve a second three-year term on the nine-member NEA Executive Committee, Pearl Mack of Illinois to fill the other Executive Committee seat up for election this year, and James Sproul of Kentucky to serve again as administrator-at-large on the NEA Board of Directors. ☐



NEA
NEA will reconsider its position when Nestle changes its practices

A party hosted by the Nestle Corporation was the focus of spontaneous picketing by 2,000 delegates angry over the company's continuing campaign to overturn NEA support of the national boycott of its products.



NEA President Willard McGuire shows off petitions signed by 6,000 delegates who oppose tuition tax credits. The National Council of Urban Education Associations gathered the signatures, then NCUEA regional director Paul Mann (left) and president Len Anderson gave them to McGuire. The petitions were later presented to Congress.

NEA RESOLUTIONS 1981

MINNEAPOLIS—The 1981 NEA Representative Assembly adopted the 178 resolutions that appear below. Resolutions are formal statements of NEA philosophy and position; they provide the overall direction in which the Association will be moving.

Figures in parentheses after each resolution indicate the years when it was first adopted and last amended. When only one year is listed, that means no revisions have been made since the resolution was first adopted.

If you have a question about a resolution or would like to propose an alteration for next year, please write to a member of the Resolutions Committee, in care of your state association, before March 1, 1982. Committee members are:

Alabama—Charles Nunnelee, Eunice Horton; **Alaska**—Michael Carson; **Arizona**—Avis B. Albright, William Scribner; **Arkansas**—Linda Pondexter; **California**—Joan Acosta, Jack Caselles, Wilma E. Wittman, Betsy Haaker, Wilhelmina "Pat" Ryan, Michael Rothschild, Jess D. Tabasa, Wynn Anderson, Pat Walden; **Colorado**—Jeanne Brooks, Mildred Gamble; **Connecticut**—John Pelchat, John Williams; **Delaware**—William W. Hutchison, Jr.; **District of Columbia**—George Zachariah; **Florida**—Ulysses Floyd, Gail Husbands; **Georgia**—William J. Overton, Julia Wright; **Hawaii**—Irvin Sasaki; **Idaho**—Janie Nirk; **Illinois**—Judy Buchta Ilgen, Marge Harmon, Bill McGee.

Indiana—Linda Hogan, George A. Houk, Mike Zulich; **Iowa**—Marcia J. Mendenhall, Fred Stark; **Kansas**—Harry Peterson, Jr., Fran Raines; **Kentucky**—Bettyruth Bruington, James E. Goodwin; **Louisiana**—Raymond Green, Montee W. Milner; **Maine**—Mildred Black; **Maryland**—Carl Lancaster, Phyllis Robinson; **Massachusetts**—David E. Geikie, W. Barry McNiff, Linore C. Sizemore, Bernard Shea; **Michigan**—Karen Bunting, Lois Fisher, Carl Hansen, Marian McCracken, Jack Minore; **Minnesota**—Tom Claseman, Edith Etter, Larry Gifford; **Mississippi**—Vera R. Butcher; **Missouri**—Tom Bennett; **Montana**—Carole A. Farlin.

Nebraska—Roger Hans Larsen; **Nevada**—Ivy Owen Dixon; **New Hampshire**—Katherine Fowler; **New Jersey**—Ruth M. Buehrer, Katherine McEachern, Laura R. Maltman, Ira Moss, Rosemary Walters; **New Mexico**—Dorris Yarbro; **New York**—Al Coppola, Barbara Reed; **North Carolina**—Cecil Banks, Herbert Dark, Peter Toggerson; **North Dakota**—Peggy Donahe; **Ohio**—Anna Lea Barry, Patricia Chavis, Rod Hineman, Judith Stewart, James Tucker; **Oklahoma**—Nancy Jewell, Jane Knowles; **Oregon**—Dave Conklin, Ray Johnson; **Overseas**—Mary Coughlin; **Pennsylvania**—Ben Arellano, Anthony DiBiase, Annabella M. Halas, Arlene H. Mitchell, Judy Volk; **Puerto Rico**—Héctor Laguerre.

Rhode Island—Sylvia Blanda; **South Carolina**—Earl Reuben; **South Dakota**—Dianna Miller; **Tennessee**—Phyllis Boyd, Ruth Cage, Charles Yates; **Texas**—LaBeth Pondish, Guy Davis, Bobbie Duncan, Mary Lee Grabowske, Fred Reininger, J. R. Smith; **Utah**—Robert Blain; **Vermont**—Jim Provost; **Virginia**—Chester L. Boyd, Jr., Eloise Clark, Scott Lindstrom; **Washington**—Annette Barca, Karen Knutzen, Ed Sprague; **West Virginia**—Charles Moses; **Wisconsin**—Bonnie Foss, Ken Oudenhoven, Nadine Sieber; **Wyoming**—Robert Leathers; **Student-NEA**—Jim Henley, Marcia Jensen, Mike Kendall.

At-Large Administrators: James Dunn (Ala.), Louise Gaskins (Mass.), William Mynckenberg (Ohio); **At-Large Higher Education:** Gretchen Murphy (Minn.), Martha Palmer (Maine); **Minority Affairs Committee:** Agnes Chavis (N.C.).

Editing Committee: Don Akers (Tenn., *chair*), L. Alice Peters (N.J.), Rufus Abernethy (Md.), James Kreiss (Wash.), Robert Harding (Mich.).

Save this section for future reference.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1981

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(K) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States.

The Association further believes the individual at his/her expense must also be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency.

The Association further urges its affiliates to seek legislation that eliminates tax-exempt status for those institutions established solely to avoid integration. (69, 81)

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications
b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being
c. Exercise attitudes of good citizenship, societal productivity, and global awareness
d. Appreciate the aesthetic and moral qualities of life
e. Formulate values for their lives that will lead to continual growth and self-fulfillment
f. Recognize and appreciate the cultural diversity of this nation.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 81)

A-3. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve community, parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 81)

A-4. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education—

a. To understand the proper use, stewardship, and preservation of a viable environment
b. To promote an understanding of the necessity to protect endangered, threatened, and rare species
c. To reduce pollution significantly
d. To promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival
e. To promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 80)

A-5. Public Understanding and Support of Education

The National Education Association recognizes the responsibility of the united teaching organization to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association also believes that there must be a representative board of education, elected by the citizens, in each school district, which also has a responsibility to promote public understanding of the schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention can be focused on the contributions of education and educators. (69, 81)

A-6. Mass Media

The National Education Association recognizes the total educative effect of the communications media, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable

audience who must be protected from violence in television programming, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, broadcasters, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to teachers; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit television viewing. (69, 81)

A-7. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-8. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75,79)

A-9. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching organization: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching organization to prevent such abuses. (74, 80)

A-10. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS Television), National Public Radio (NPR), and the expanding Cable Television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affilaites to express their concerns to their Representatives in the U.S. Congress. (81)

A-11. Voucher Plans

The National Education Association believes that voucher plans under which education is financed by federal, state, or local grants to parents, schools, or school systems could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A-12. Rural Education

The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 79)

A-13. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A-14. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of education programs to increase public understanding of energy and alternative energy sources.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources and efficient design in the renovation and construction of schools.

The Association encourages locals to support efforts to develop conservation awareness and school building energy audit programs. It also urges the support of programs to investigate current energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77, 81)

A-15. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals used in construction and maintenance of educational facilities and in classroom teaching. The Association urges that standards and safeguards be established, and programs of prevention and the elimination of health hazards be enacted by the appropriate school governing body after input from the local association. The Association further believes that teachers should be assisted in the identification, proper storage, and safe disposal of such materials. (78, 81)

A-16. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and uitilization of new technologies that may provide for the safe transport and disposal of nuclear wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 81)

A-17. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A-18. Tax Reform

The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services
b. Prevent excessive reliance on property or any other single tax source
c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden
d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence
e. Assure that statewide uniformity in property tax effort be required
f. Provide for increased local and state funding of public education
g. Eliminate tax laws and rulings that are harmful to teachers and educational needs. (78, 81)

A-19. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A-20. Accessibility to School Board Meetings

The National Education Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher and community involvement in educational decision making and to guarantee their right to participation. (80, 81)

A-21. U.S. Department of Education

The National Education Association believes the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that teachers must be fully involved in establishing goals and planning programs for the Department.

The Association believes that any attempt to dismember or dismantle the Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers or other anti-public education plans would be detrimental to the public interest. (80,81)

A-22. U.S. Department of Education Schools

All dependents of U.S. government employees overseas should be afforded the opportunity to attend U.S. Department of Education Schools. (80)

A-23. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to correct policies which contribute to the particular economic difficulties of individual states and regions. (81)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democractic decision making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials; insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials; and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 79)

B-2. Bilingual and ESL Education

The National Education Association believes that bilingual and English-as-a-second-language (ESL) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The Association urges that both bilingual and ESL programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained within the total English program until they have demonstrated the ability to function in such a program.

The Association supports federal and state legislation which would require and fully fund bilingual and ESL programs for all students who are not proficient in the English language because it is not their primary language.

The Association also believes that legislation must provide funds to expand current bilingual and ESL programs, including those for teacher preparation. (81)

B-3. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an apppreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to work for adequate funding and establishment of the necessary teacher training for effective implementation of multicultural/global education. (81)

B-4. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs.

The Association recognizes the need for teacher training programs for foreign language teachers, and supports teacher exchange programs. (81)

B-5. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs which preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators
b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language
c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students
d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs
e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people
f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs
g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions
h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 80)

B-6. Chicano and Spanish-Speaking Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano and Spanish-speaking children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of bilingual visiting teachers and counselors to meet the student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos and Spanish-speaking students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 81)

B-7. Asian and Pacific American Education

The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific American children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific American parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Americans to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific American curricu-

lum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs. (79, 81)

B-8. Education of Refugee, Illegal Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of illegal aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harasssment-free environment for these children should be assured by local, state, and federal authorities. (80, 81)

B-9. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of Black American children require the direct involvement of Black American educators, parents, community leaders and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to their learning and cultural characteristics and promote the preservation of the heritage and culture of Black American children. (81)

B-10. Health of Children

The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges local, state, and federal governments and appropriate organizations and institutions to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere
b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements
c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods
d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities
e. Improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health
f. Strengthen and improve the enforcement of child abuse laws
g. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist
h. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children
i. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products
j. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 81)

B-11. Pupil Personnel Services

The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, psychological, and attendance services, be increased and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the preschool and elementary levels, since behavioral and attitudinal patterns are established at an early age. (69, 81)

B-12. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B-13. Basic Financial Support of Public Education

The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.
b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.
c. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.
d. Advisory committees for federally funded programs should reflect the ethnic make-up of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.
e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
f. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.
h. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.
i. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.
j. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.
k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.
l. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.
m. Funds for programs to alleviate sex discrimination and to reduce portrayal of sex stereotypes in the public schools must be provided.
n. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.
o. Categorical funding is essential in the areas of special education, bilingual/English as a second language, and for the economically/educationally disadvantaged and must be assured.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 81)

B-14. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-15. Sex Education

The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education and parent orientation regarding these courses be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control, venereal disease, incest and sexual abuse, and problems from preteen and teenage pregnancies. (69, 81)

B-16. Drug Dependency

The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of the drug rehabilitation programs.

The Association discourages the use of marijuana except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties. (72, 81)

B-17. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching organization should be encouraged to provide continuing education experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 81)

B-18. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs which will assure equal opportunity for occupational development, and which will encourage students to consider nontraditional vocations, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)

B-19. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; those of low academic ability; underachievers; pregnant students and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the objectives and evaluations.

The Association urges increased support for the identification of these students, multisensory continuing education of educators, and development of programs at the local, state, and national levels. Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association further supports the effort of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading/learning disabilities to be certified under regulations of each state's Department of Public Instruction. (77, 81)

B-20. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to: free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wage; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fund-raising activities. (69, 81)

B-21. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. Boards of education in conjunction with local affiliates should develop policies that would provide necessary administrative support to the classroom teacher for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75, 80)

B-22. Early Childhood Programs

The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize appropriately certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities, the poor, and the elderly in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states and objects to federal government intervention in the credentialing process.

The Association urges its affiliates to seek legislation that would ensure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of mandatory, fully funded kindergarten programs in all states.

The Association advocates the establishment of fully funded preschool special education programs. These programs should be readily accessible, should make available those services necessary to assist handicapped children from birth through five years, and should be staffed with teachers and therapists who are certified by the state. (75, 81)

B-23. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 78)

B-24. Child Abuse

The National Education Association believes that all children should be protected from child abuse, including incest, and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse
b. Encourage development of teacher preparation courses and continuing education programs that stress the identification of, reporting procedures for, and techniques in dealing with abused children
c. Encourage the development of teacher preparation courses concerned with the abused child.

The Association urges its affiliates to seek the enactment of state and local legislation that would—

a. Provide educators reporting suspected child abuse immunity from legal action
b. Require educators to report to the appropriate authorities instances of suspected child abuse
c. Provide for protection of children from other children. (74, 81)

B-25. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B-26. Federal Impacted Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 79)

B-27. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)

B-28. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities

with those who are so charged. There should be separate facilities for these detained minors. (75, 77)

B-29. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75, 79)

B-30. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that in order to implement Public Law 94-142 effectively—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.
b. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.
c. All staff must be adequately prepared for their roles through continuing education programs.
d. The appropriateness of educational methods, materials, continuing education, and supportive services must be determined in cooperation with classroom teachers.
e. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.
f. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.
g. There must be a systematic evaluation and reporting of program development using a plan that recognizes individual differences.
h. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.
i. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.
j. Adequate released time or funded additional time must be made available for teachers so that they can carry out the increased demands placed upon them by P.L. 94-142.
k. Staff must not be reduced.
l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.
m. Communications must be maintained among all involved parties.
n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.
o. Individualized education programs should not be used as criteria for the evaluation of teachers.
p. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.
q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.
r. Incentives for teacher participation in continuing education activities should, as mandated by law, be made available for teachers.
s. Local associations must be involved in monitoring school systems' compliance with P.L. 94-142.
t. Student placement must be based on individual needs rather than on space availability.(78, 81)

B-31. Migrant Workers

The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state with migrant children in its school system. (75)

B-32. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to mounting inflation, declining enrollment, and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 81)

B-33. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B-34. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 77)

B-35. Middle School and Junior High Programs

The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and continuing education programs for junior high/middle school education. (76, 79)

B-36. School Transportation

The National Education Association believes that all aspects of transporting students require close scrutiny. It believes that safety requirements for buses and other designated school vehicles must be stringently enforced and overcrowding must be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 79)

B-37. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B-38. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities which improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B-39. Full Funding for Education Legislation

The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association further believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78, 79)

B-40. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association acknowledges the need for some students to be gainfully employed. However, it believes that parents, students, and employers should be made aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement.

The Association also believes that excessive student absences from school, excused or unexcused, have adverse effects on program continuity and achievement of the student. (79, 80)

B-41. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B-42. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B-43. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates will urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79)

B-44. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials which portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 81)

B-45. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

B-46. Gifted, Talented, and Creative Students

The National Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to indicate to educators reliable methods of identifying and teaching these children. The Association also believes that training programs in gifted and talented education must be provided for teachers.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 81)

B-47. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

a. Teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation.
b. The educational and support components of employment and training programs should be staffed only by certificated educators.
c. Employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day.
d. Funds for the educational component of employment and training programs should be channeled through and controlled by local school systems.
e. Funds for youth and adult training programs should be designated for training of teachers, counselors, administrators, and school board members in program objectives and procedures.
f. The use of funds and the duration of programs should be flexible in order to accommodate the differing learning needs of students.
g. The amount of funding should be predictable in order to facilitate year-to-year planning.
h. Employment and training programs should provide ongoing counseling, placement, and other support services, and should be provided by certificated personnel.
i. Employment and training programs should provide opportunities for women in nontraditional occupations.
j. Existing educational and vocational facilities should be used in employment and training programs. (80)

B-48. Small Business Management Education

The National Education Association supports providing training at the secondary level for future small business persons and encourages educators at all levels to stress self-employment and the creation of one's own work as a viable career option. School systems should broaden their curriculums to include the teaching of those elements that are pertinent to success in business. (80)

B-49. Student Transfers

The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B-50. Driver Education

The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B-51. Student Stress

The National Education Association believes that there are great and increasing mental and emotional pressures upon the students of this nation. Drug abuse, alcohol abuse, violence, vandalism, and increased suicide among children speak clearly to those pressures and the resultant waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and after-care programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80)

B-52. Higher Education

The National Education Association believes that students should be encouraged to further their education through institutions of higher education.

The Association urges its affiliates to support a fully funded, guaranteed student loan program that would assure higher educational opportunities for all. (80)

B-53. Fine Arts Education

The National Education Association believes that fine arts programs should be an integral part of this nation's elementary and secondary (K-12) school curriculums.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80)

B-54. Instructional Technology

The National Education Association believes that instructional technology can be employed to improve teaching and learning. Before sanctioning such technology, the Association believes the following conditions must be met:

a. That classroom teachers in each school be involved in the initial planning, the introduction, and the use of such technology
b. That teachers whose professional practice and responsibility are affected by this new technology be provided with adequate staff development activities
c. That classroom teachers monitor changes in content and format of instructional materials to ensure quality of instruction and curricular coordination
d. That teachers be involved in the decision making as related to changes in the workload and the responsibilities of classroom teachers as a result of the introduction of such technology
e. That teachers be involved in designing appropriate research and carefully controlled development activities related to all aspects of any new technology of instruction. (81)

B-55. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating these missing children. The Association urges support for a national clearinghouse for information regarding these children. The Association also believes that unexplained absences are suspicious and warrant full and continued investigations. (81)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity. (69, 77)

C-2. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of—

a. Factors that determine professional competence
b. Factors that determine the effectiveness of competent professionals
c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for

the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.
b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.
c. Tenure in public higher education not restricted by numerical or arbitrary quotas.
d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writing to any formal evaluation report prior to placement in a personnel file.
e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.
f. Participation in a continuing education program including such activities as appropriate counseling and supportive services, released time for continuing education, and opportunity to observe and seek or give assistance to other teachers in classroom settings other than one's own.
g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.
h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage.

The Association further opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification, or promotion. (69, 80)

C-3. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 79)

C-4. Teacher Education

The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap.
b. Assess critically current college and university programs of teacher education and make specific recommendations for changes.
c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication and human relations in requirements for certification, and the provision for ongoing continuing education workshops in these areas for beginning and experienced teachers and administrators.
d. Support legislation providing legal status and liability protection for student teachers.
e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.
f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.
g. Support requirements for specific course work in reading instruction for both elementary and secondary certification.
h. Formulate standards for school systems receiving student teachers, including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.
i. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.
j. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.
k. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.
l. Take immediate steps to become involved in college and university committees that control teacher education programs.
m. Support changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education.
n. Support the inclusion of courses that provide instruction in the changing role of the family.
o. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education and teacher licensing/credentialing agencies. (70, 81)

C-5. Continuing Education

The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including required staff development programs and voluntary professional development, including the concept of Teacher Centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school systems have a responsibility to fund all expenses for continuing education programs, courses, and conferences that benefit the school program for all staff.

The Association also believes that continuing education programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation.

The Association believes that teachers should strive for complete control of their own professional development. To this end, the Association encourages its affiliates to develop strategies for the implementation of teachers' professional development programs that are fiscally autonomous and teacher-governed. (76, 81)

C-6. Competency-Based Teacher Education Programs

The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for preservice and continuing teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, nonprofessional acts; or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented which do not first provide for carefully controlled research and development to assure validity and reliability, indicating that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74, 79)

C-7. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C-8. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C-9. Criteria for Certification and License

The National Education Association believes that no single criterion should be used for determining who should study for or be certified in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification.

The Association supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. (77, 80)

C-10. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers' organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C-11. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are ursurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policy making that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association further urges its affiliates to advocate viable alternatives that increase decision making within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them
b. Preservice and continuing teacher education
c. Teacher work load and additional compensation
d. Priorities within the curriculum
e. Written report requirements. (79, 80)

C-12. School Libraries

The National Education Association believes that a comprehensive library/ media program, including printed and nonprinted resource materials and a certificated librarian/media specialist, should be provided for each elementary and secondary school. (80, 81)

C-13. School Nurses

The National Education Association believes that all students should receive the services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must select instructional/library materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 81)

D-2. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 75)

D-3. Academic Freedom

The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

The Association further believes that legislation and regulations that mandate the teaching of so-called "creation science" violate teacher and student rights.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69, 81)

D-4. Student Evaluation

The National Education Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon student evaluation criteria and to assign grades to students. The Association believes that the classroom teacher is the final authority in assigning student grades. (81)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Bargaining Rights

The National Education Association believes that the attainment and exercise of bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged and strengthened where they are now secured. (80)

E-2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a teachers' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees.

The Association further believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts. (69, 79)

E-3. Higher Education Bargaining

The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

E-4. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E-5. Professional Salaries

The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 79)

E-6. Salary Goals

The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service
b. Have structural continuity through the use of an index or percentage guide
c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials
d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which

result in a doubling of the current annual minimum salary within 10 years of faculty experience
e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales
f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum
g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement
h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service
i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service
j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments
k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay
l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents
m. Be developed through the process of collective bargaining
n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility
o. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee
p. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69, 79)

E-7. Basic/Fringe Benefits

The National Education Association believes that school systems must provide and pay for basic/fringe benefits including, but not limited to, the following:

a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Maternity/paternity leave, including adoption
e. Sabbatical leave
f. Paid professional leave
g. Paid association leave
h. Workers' Compensation
i. Life insurance
j. Severance pay
k. Tuition reimbursement
l. Personal assault protection
m. Long-term physical and mental disability insurance
n. Benefit extension for laid-off employees
o. Religious leave
p. Retirement compensation.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educational staff members on official leave of absence or maternity/paternity leave. (79, 81)

E-8. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 78)

E-9. Teacher Retirement

The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.
b. Actuarial and investment policies that produce sound financing.
c. Annual independent review and audit.
d. Immediate and full vesting after not more than 5 years of service.
e. Provisions permitting the purchase of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.
f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.
g. Disability retirement for a service-connected disability available to teachers from the first day of employment. Nonservice-connected disability retirement shall be available to teachers after 5 years of service.
h. Automatic cost-of-living increases to retirees and beneficiaries.
i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. Affiliates' support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.
j. Full funding and equitable administration in the granting of teacher retirement credit for military service, or provision for purchasing up to 5 years of retirement credit for military service.
k. Nondiscrimination on the basis of sex or marital status.
l. Retirement credit for unused sick leave.
m. All compensation, including extra-duty pay, in computing retirement benefits.
n. Benefits not reduced by other sources of income, including Social Security benefits.
o. Preretirement counseling.
p. Retirement housing facilities for teachers.
q. Teachers' contributions and benefits that are not subject to federal income taxation.
r. Internal Revenue Service rules and regulations which are not discriminatory.
s. Annual financial statement distributed to all members.
t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 81)

E-10. Social Security

The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 78)

E-11. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Department of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79, 80)

E-12. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in the recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E-13. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E-14. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decision maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E-15. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching organization to seek legislation that provides this privilege and protects both educators and students. (74, 75)

E-16. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of teachers and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive bail; firing of teachers; fines; decertification of an organization as the bargaining agent; loss of association rights; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association further condemns the denial of credits to students who have honored a teacher work stoppage. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 81)

E-17. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel. It further believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher. (69, 80)

E-18. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.
b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.
c. The community is kept informed and its cooperation sought.
d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69, 79)

E-19. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials which relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights—the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate "not-for-profit" clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E-20. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives
b. The identification of areas where behavioral objectives are useful but not harmful
c. The acceptance of alternative statements of objectives
d. Recognition that evidence of learning is not always available upon request or demand
e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 76)

E-21. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E-22. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E-23. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 80)

E-24. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 81)

E-25. Employment in Overseas Dependents Schools

The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 77)

E-26. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E-27. Substitute Teachers

The National Education Association recognizes the important role of

the substitute teacher. It encourages both the United Teaching Profession and the public to recognize the singular and specific function that the substitute teacher performs in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators, and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 81)

E-28. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E-29. Underutilization of Teachers

The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75)

E-30 Reduction in Force

The National Education Association believes that one of its basic resposibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators shall be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off teachers.

The Association condems the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 81)

E-31. Right to Privacy

The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses
b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings
c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials
d. The right to notification and enforcement of these rights by educational institutions. (75, 81)

E-32. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

E-33. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of teacher retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal and state statutes. (76, 81)

E-34. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E-35. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E-36. Noninstructional Support Staff

The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff share the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

E-37. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of educators.

The Association urges its local affiliates to develop, in cooperation with the local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that (a) the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure, and (b) the educator should be guaranteed the right to select his or her own physician. (77, 80)

E-38. Medication in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such services
b. A physician's written verification of the student's need for medication or services be required
c. Written permission of the parent or guardian be required
d. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 80)

E-39. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

E-40. Wage Controls

The National Education Association deplores the rampant inflation that is eroding the living standards of Americans. Public employees in general, and teachers in particular have been especially victimized by inflation.

The Association is opposed to: the imposition of any wage controls which freeze public employees in an inferior economic position; the elimination of programs that guarantee social and economic justice for the American people; and any anti-inflation program that increases unemployment. (79, 81)

E-41. Stress on Teachers and Other School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy. (79)

E-42. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of teachers. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the workload and at least an equitable share of all employee fringe benefits. Further, the Association believes that both job sharers should be covered by collective bargaining in districts where teachers are covered by collective bargaining. (81)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions

The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 80)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. It also believes that local government units should be prevented from restricting the right of teachers to run for any elective office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to serve on jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. (69, 81)

G-2. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G-3. The Right to Vote

The National Education Association recognizes the right to vote as a constitutional right which should be guaranteed to all people. The Association therefore urges support for the extension of the Voting Rights Act of 1965. (81)

G-4. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers designated by the local education association; parents; and representatives of community organizations, business, clergy, and media, which reflect the ethnic make-up of the community in developing, implementing, and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic-American teachers and administrators because of desegregation and bilingual programs. (69, 81)

H-2. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs
b. Appropriate classroom and other student-related activities
c. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies
d. The reduction of the ratio of students to certificated staff; this reduction should be to the level teachers determine to be essential to improved learning
e. The further development of continuing education programs to educate school and community personnel
f. The training of police in behavioral sciences, sociology, and human relations. (72, 80)

H-3. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69,75)

H-4. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H-5. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, including equal pay for comparable worth, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex, and supports the EEOC guidelines which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language by the united teaching organization.

The Association supports the right of reproductive freedom for all women. The Association urges all branches of government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (69, 81)

H-6. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some individuals, adult or juvenile, from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 80)

H-7. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-8. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills; and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, may be basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear war and free resources for important domestic problems. (73, 81)

H-9. Federal Support for Public Welfare

The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H-10. Testing

The National Education Association recognizes that testing of students, preschool through job entry, may be appropriate for such purposes as—

a. Identifying learning needs
b. Recommending instructional activities
c. Describing student progress.

The Association opposes the use of tests that deny students full access to equal educational opportunities or that are used to evaluate teachers.

The Association believes that standardized tests should not be administered when they are—

a. Potentially damaging to a student's self-concept
b. Biased
c. Used as the only criterion for student placement
d. Invalid, unreliable, or out-of date
e. Used as a basis for the allocation of federal, state, or local funds
f. Used by testing companies or publishers to promote their own financial interests at the expense of sound educational uses
g. Used to compare individual schools
h. Used in an exploitive manner by the media
i. Used as the sole criterion for graduation or promotion
j. Inappropriate for the use intended
k. Used as a criterion for the development of a state system of classification of schools and/or school systems. (78, 80)

H-11. Criterion-Referenced Tests

The National Education Association believes that criterion-referenced tests are a viable alternative to standardized norm-referenced tests. Such tests should be designed to describe student performance based on carefully developed curriculum. It is inappropriate to administer criterion-referenced tests that do not specifically measure instructional content.

Staff, time, instructional materials, and other resources should be provided to assist students who experience difficulty achieving the desired criteria reflected by tests. (80)

H-12. Truth in Testing

The National Education Association believes that intelligence, aptitude, and achievement tests have historically been used to differentiate rather than to measure performance and have, therefore, prevented equal educational opportunities for all students, particularly minorities, lower socioeconomic groups, and women. Contemporary research on the structure of the intellect identifies multiple and varied mental operations and advances the significant premise that these operations can be taught, that intelligence is dynamic rather than fixed.

The Association further believes that the truth-in-testing movement is an important step for bringing about long-needed test reform. Therefore, it urges all state affiliates to strive for passage of truth-in-testing legislation that includes a provision for each individual test taker to receive a copy of all test questions, scores, and rationale for correct answers. (80)

H-13. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

H-14. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby. (70, 75)

H-15. Voting Requirements

The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 74)

H-16. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H-17. Abuse of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical and mental abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges it affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 80)

H-18. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights, and urges the U.S. government to withhold any and all forms of military aid to governments that violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H-19. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination," thereby making a direct threat against the state of Israel. The Association further condemns all subsequent actions that have the effect of excluding Israel from full participation in the UN.

The Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the right of nations to coexist within safe and secure borders. It applauds the successful and continuing efforts of Egypt and Israel in accomplishing this vital goal in setting the example for peace in the Mideast. (76, 81)

H-20. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges the Department of Defense Schools to take positive steps to recruit minority educators effectively. (79, 81)

H-21. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H-22. Extremist Groups

The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious and other individual differences, the rights of others, and the importance of these to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80)

H-23. Protection from Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. Further, when such assault occurs, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. Further, the Association recognizes and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81)

H-24. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs for these veterans to meet their needs now and in the future. (81)

H-25. The Holocaust

The National Education Association believes that a way to prevent events which have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Universal Teacher Rights

The National Education Association supports the efforts of all Associations of Educators in the world to secure basic rights for their members.

The Association condemns all governments for their roles in any acts of injustice against their teachers and organizations and, thus, the children of those countries.

The Association stands ready to help all Associations of Educators to obtain their basic rights as listed in the NEA Resolutions. (81)

I-2. Education in El Salvador

The National Education Association supports the efforts of the National Association of Salvadorean Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (81)

I-3. Education in Guatemala

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (81)

I-4. Strong Professional Associations

The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-5. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 79)

I-6. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decision-making levels of the united teaching organization there should be minority participation at least proportionate to the identified ethnic minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the Representative Assembly. (72, 79)

I-7. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for Presidential appointments in the field of education be based on significant accomplishments in the educational community.

The Association requests that Presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors. (70, 80)

I-8. Retired Teacher Participation

The National Education Association believes that the united teaching organization should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76)

I-9. Supporting Locals in Jeopardy

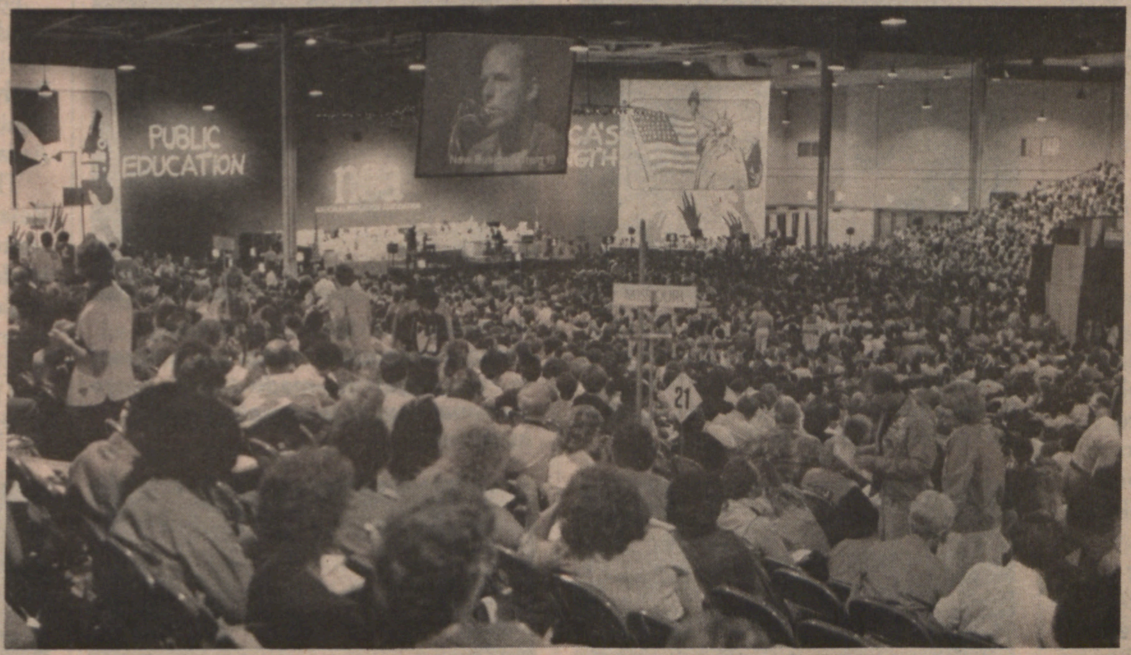
The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. The Association urges its affiliates to initiate and support programs which will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 81)

I-10. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession, and urges its state affiliates to promote this concept. (80, 81)

REP ASSEMBLY SETS NEW DIRECTIONS FOR NEA



MINNEAPOLIS—Through hours of parliamentary debate, some 7,100 delegates to the 1981 Representative Assembly set NEA policy for the calendar year that begins September 1. Key action items direct the Association to—

- Oppose any requirement that "creationism" or so-called "creation science" be taught equally with evolution theories, and monitor bills requiring such teaching as they are introduced in state legislatures.
- Urge NEA members not to accept employment in three districts where collective bargaining disputes have forced teachers to resign or be replaced—Jordan, Utah; Mariemont, Ohio; and Ravenna, Ohio.
- Give highest priority to fighting the establishment of tuition tax credits.
- Encourage NEA members and affiliates to support the sale of American-made goods and products.
- Raise the suggested contribution to NEA's political action arm (NEA-PAC) to at least $10 per member per year.
- Urge all radio and television networks to delay projection of national election results until all polls are closed.
- Monitor and, where possible, take legal action to combat distortions and misrepresentations in the political campaigns already being waged against key congressional friends of education.
- Support state associations in their fights against educationally damaging tax initiatives.
- Condemn the government of El Salvador for its role in the assassinations and other acts of violence and injustice against members of the National Association of Salvadorean Educators (ANDES).
- Gather information about human rights violations and the status of teachers in Guatemala, and report it to the Board of Directors for appropriate action.
- Reinforce the Association's commitment to the concept of teacher centers and actively support those members who are involved in them.
- Urge the dismissal of U.S. Interior Secretary James Watt, charging him with "destructive" policies on conservation.
- Begin a continuing "technology awareness campaign" to inform leaders, members, staff, and the general public about the complex issues of instructional technology. ☐

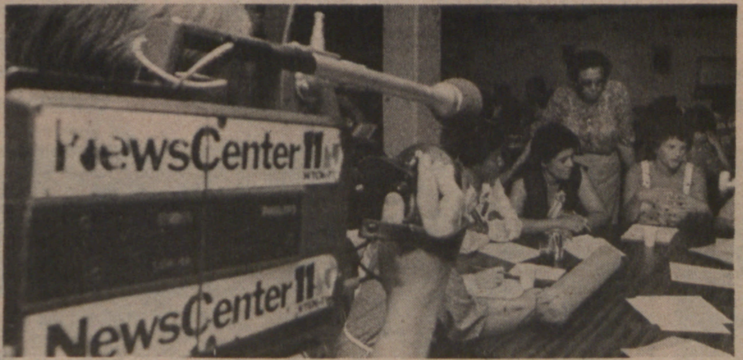
Workshops explore instructional issues

MINNEAPOLIS—Kicking off this summer's NEA annual meeting was a day-long instructional issues conference where the focus was on tying teachers' professional concerns to organizational know-how.

The conference, titled "Teaching in the 80's" and mandated by last year's Representative Assembly, opened with a general session at which NEA Assistant Executive Director Don Cameron, NEA Instruction and Professional Development Director Sharon Robinson, and 1980 Teacher of the Year Beverly Bimes set the tone.

Bimes, a high school English teacher in St. Louis, Mo., outlined the "ABC's of professionalism": Accept the responsibility of becoming the real authority on education issues; Believe in ourselves as the heroes of our profession; and Control our destiny by creating our own themes and communicating them aggressively to counter the negative teacher image put forth by the media.

After giving Bimes a standing ovation, the delegates broke into a dozen groups for teacher-helping-teacher workshops on such topics as mainstreaming, the parent-teacher conference, teacher centers, computer networks, human relations education, and reading in the content areas. ☐



Instructional issues workshop drew media attention as convention delegates played the role of secondary students in a lively discussion of the Ku Klux Klan, using new curriculum materials.

New curriculum guide helps teachers counter KKK appeal to students

MINNEAPOLIS—Most heavily attended of the workshops at the July 2 instructional issues conference here was a session at which NEA released a new kit of lesson plans that secondary teachers can use to guide class discussions of racial bigotry and the resurgence of the Ku Klux Klan, neo-Nazis, and other extremist hate groups.

The curriculum guide was developed by NEA, the Connecticut Education Association, and the Council on Interracial Books for Children (CIBC).

NEA-IPD will make the lesson plans available through special training workshops upon request from state affiliates.

Copies of the 72-page guide, titled "Violence, the Ku Klux Klan, and the Struggle for Equality," may be ordered for $4.95 each from CIBC, 1841 Broadway, New York, NY 10023. ☐

NEA honors achievements in human rights

MINNEAPOLIS—Ten awards for outstanding achievement in the field of human relations were presented at the 15th annual NEA Human and Civil Rights Awards Dinner, held here July 5.

For leadership in resolving social problems, particularly as they relate to persons of American Indian and Alaska Native heritage, **Martha Yallup** received the Leo Reano Memorial Award. Yallup is a member of the Yakima tribe, head of the Yakima department of education, and chief school administrator for the Yakima Tribal School in Toppenish, Washington.

Idaho teacher and administrator **Sonia B. Hunt** received the George I. Sanchez Memorial Award—given for leadership in resolving social problems, particularly as they relate to individuals of Hispanic American heritage. Hunt has devoted her professional career to bilingual-bicultural and migrant education.

The H. Councill Trenholm Memorial Awards for advancing intergroup understanding within the education profession were presented to **E. Harper Johnson**, assistant executive secretary of the Tennessee Education Association, and to Minneapolis teacher **Sara Roberson. Terry Bergeson**, a school counselor and chair of the NEA Women's Caucus, received the Award for Creative Leadership in Women's Rights.

Two Rosena J. Willis Memorial Awards are presented annually to NEA affiliates that have outstanding human relations programs. This year's winners were the **Wisconsin Education Association Council's Human Relations Committee** and the **Austin (Texas) Association of Teachers.**

The Carter G. Woodson Memorial Award, presented by NEA and the Association for the Study of Afro-American Life and History to honor leadership and creativity in promoting Afro-American history month, went to **Birdie Mackey Caldwell** of Austin, Texas. An elementary school teacher and counselor for 26 years, she has brought an awareness of black history to Austin residents through her work in the city's schools, libraries, and churches.

For promoting equal employment in education, **James F. Reynolds,** formerly director of Colorado's Civil Rights Commission, received the Whitney M. Young, Jr., Memorial Award.

The 1981 Committee on Human Relations' Special Award was presented to **Daisy Bates,** a community leader in Little Rock, Arkansas. She achieved national recognition as the courageous woman who escorted nine black students into Little Rock's Central High School during the violent 1957 school desegregation crisis. ☐

Women's rights award recipient Terry Bergeson coordinated the Washington Education Association's efforts to bring a sex discrimination suit against 300 school districts in the state.

Arkansas civil rights activist Daisy Bates was honored for her commitment to desegregation—made despite grave personal danger to herself and her husband.

Bringing about the Colorado Fair Housing and Nondiscrimination Acts and revising the public accommodations law were but two of the many achievements of Whitney M. Young Award winner James Reynolds.

Sonia Hunt, a consultant to the Migrant Education Resource Center in Nampa, Idaho, was honored with the George I. Sanchez Memorial Award.

Gene Duckworth, a professor at Delta College who represents Michigan on the NEA Board of Directors, received the Irvamae Applegate International Understanding Award for his zeal in promoting multicultural understanding.

Pre-convention conferences probe minority and women's issues

MINNEAPOLIS—Two pre-convention conferences here this summer highlighted questions of concern to more than 150 women and 500 minority NEA members.

"Exploring Who We Are: Similarities and Differences" was the theme of the women's issues conference. Minority and majority women worked in small homogeneous groups and in larger mixed groups to examine openly their perceptions of themselves and each other and to define ways that NEA and its affiliates can better serve their needs.

Participants discussed such issues as growing up female, racial perspectives, women's needs, coalition building, and personal and organizational ramifications of sexism and racism.

The conference was planned in consultation with NEA's Special Committee on Women's Concerns.

At the minority conference, the theme was "Ethnic Minority Involvement and Participation: Organizational Challenge for the 80's." Conferees focused their attention on NEA's programs, budget, and policies.

They also joined in a letter-writing campaign on behalf of extension of the Voting Rights Act of 1965, sending more than 600 letters to their senators and congresspersons.

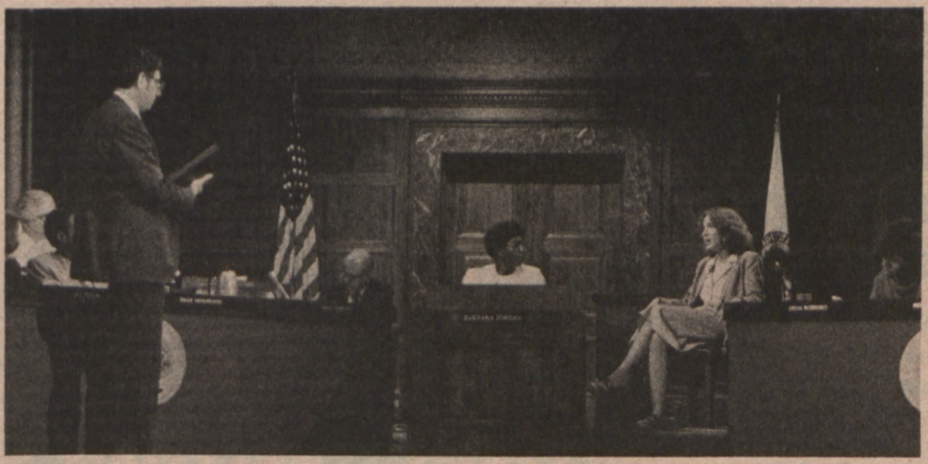
Highlight of the conference was a luncheon speaker, poet Maya Angelou, best known for her book *I Know Why the Caged Bird Sings.* Unless teachers know the legacy of their ancestors, Angelou said, they cannot help their students or themselves to survive and thrive.

"It is imperative that you understand your ancestors' great gifts—the oral and written literature—a literature so real that it has stood the distance of continents, oceans, races, places, and centuries," she added. "One of their most wonderful gifts is survival with love, dignity, and humor." ☐

Reciting her poetry and that of other black poets, guest speaker Maya Angelou delighted those attending the third annual NEA minority issues conference.

Minority and majority women explored the similarities and differences in their perceptions during intensive two-day women's issues conference.

Competency testing goes 'on trial'



"I have a problem with using a standardized test as the only criterion in evaluating a child's promotability," fourth grade teacher Kathleen Gilbert of Durham, N.C., testifies. Directing the questioning is George Madaus; hearing officer Barbara Jordan listens closely.

WASHINGTON, D.C.—Public school teachers joined with a total of 57 university professors, legislators, school board members, parents, and other witnesses testifying on the effects of minimum competency testing during three days of "clarification hearings" here this summer.

The hearings were sponsored by the National Institute of Education (NIE), the U.S. Department of Education's research arm. They were an attempt to provide a public forum where opposing teams could present arguments and evidence for and against the controversial student assessment programs that have proliferated in recent years.

Hearing officer was Barbara Jordan, former congresswoman from Texas.

Minimum competency tests seek to determine whether a student has achieved a specific level of proficiency in either academic or life skills. Both "pro" and "con" teams agreed prior to the hearings that the results of such tests should *not* be used for evaluating teachers, allocating resources to schools, or making routine promotion/retention decisions.

The more than 20 hours of hearings, therefore, focused on three areas of disagreement: the impact of minimum competency testing on students, on curriculum and teaching, and on public perceptions of educational quality, when such one-shot, multiple-choice tests are used to determine the award of a diploma or to identify students who need a remedial program.

NEA supported the "con" team with advice and materials. NEA members from three states were called to the stand to explain teachers' opposition to the growing reliance on state-mandated competency tests. Florida Teaching Profession-NEA President John Myrick summed up Florida teachers' overriding objection.

"A minimum competency test by its basic nature labels some children as failures, and that is against everything that we stand for in education," he stated. Myrick told of a Florida high school student who was ready to drop out after learning that he had failed his minimum competency test —"a test that said that he didn't have the competencies to make it in life."

Henry Stevens, an eighth grade science teacher and president of the Camden City (N.J.) Education Association, testified on the impact of New Jersey's minimum competency program. "Teachers like to teach, but . . . now all they're doing is coaching—coaching for exams," he said.

A Title I reading teacher from Washington Township, N.J., Esther Lee, reported that emphasis on drilling remedial students to pass the minimum competency test has led to a concentration on "isolated subskills" needed for specific items, with little time left for reading materials relevant to individual student interests.

"The scores have gone up, but that doesn't necessarily mean the children are reading any better," she explained. "They do not see what we are doing as relevant to their regular lives. As a result they see reading as punishment and they determine that's something they don't like to do and they are not going to do it."

Kathleen Gilbert, a fourth grade teacher in Durham, N.C., agreed that when so much importance is attached to a single test, it can begin to determine the curriculum, with "frightening implications." The test's focus on competencies that can be easily measured by a computer "can mean that other equally important competencies —problem solving, critical thinking, classification, writing—get neglected," she pointed out.

The goal of the hearings was to inform and educate the public; there was no judge or jury to render a verdict. Television viewers will have a chance to see highlights of the hearings on PBS stations this fall *(see story below).* ☐

NEA RECOMMENDS...

RENGTH THROUGH D
LINE
UNITY

Bruce Davison stars as history teacher Burt Ross in "The Wave," the chilling but thought-provoking story of a fictional American high school that creates its own Nazi-like cult.

WASHINGTON, D.C.—NEA recommends the following television broadcasts to members, students, and their families in the weeks ahead:

Feeling Free—*PBS, Saturdays, 4:30-5 p.m. ET.* Repeat of a highly acclaimed series exploring the interests, humor, energy, and insights of a group of disabled children and their friends and guests.

Life on the Mississippi—*PBS, Monday, August 24, 8-10 p.m. ET.* Repeat of a dramatization of Mark Twain's youthful experiences as a riverboat pilot from Hannibal, Missouri. (An 8-page learning guide for this broadcast appeared in the November-December 1980 issue of *Today's Education,* NEA's magazine.)

Mister Rogers Makes an Opera—*PBS, Monday-Friday, August 24-28; check local schedules for airtimes.* A special week of episodes ending with the fantasy opera for children, "Windstorm in Bubbleland."

Live from Lincoln Center: Tannhauser from Bayreuth—*PBS, Monday, September 7, 8-11:30 p.m. ET.* Repeat of the first telecast of a complete opera from the Festspielhaus of the annual Wagner summer festival in Bayreuth, West Germany.

Live from the Met—*PBS, Wednesday, September 30, 8-10:30 p.m. ET.* The new Metropolitan Opera production of Verdi's "La Traviata," videotaped live last March. James Levine conducts.

Who's Keeping Score?—*PBS, four consecutive Thursdays beginning September 17, 8-9 p.m. ET.* Miniseries examining the controversy over minimum competency testing. First hour is a documentary on existing competency testing programs in several states; the three succeeding segments are edited versions of each day of the National Institute of Education's recent hearings on the subject *(see story elsewhere on this page).*

The Wave—*ABC, an evening in October, date and time to be announced.* The first "Afterschool Special" ever to be aired in prime time dramatizes a short story about a teaching experiment that gets out of hand and sweeps an entire school to the brink of spiritual holocaust. This is not a business-as-usual NEA television recommendation; many viewers will find "The Wave" highly disturbing. Further details about NEA's recommendation of this controversial special will appear in the next *NEA Reporter.* A teacher's guide to the program appears in the fall issue of *Teachers Guides to Television,* available for $2.75 from Teachers Guides to Television, 699 Madison Avenue, New York, NY 10021.

Refer to local listings for exact broadcast times in your area. ☐

Teachers' views sought

NEW YORK CITY—Children's Television Workshop is trying to assess the impact that "The Electric Company" has had after 10 years on the air. Questions which CTW would like teachers to address appeared in the August 3 issue of *NEA NOW,* a newsletter mailed to the presidents of all NEA local affiliates.

Comments about "The Electric Company"—or requests for copies of the questions—should be sent to Edward L. Palmer, Vice-President/Research, CTW, One Lincoln Plaza, New York, NY 10023. ☐

THE ELECTRIC COMPANY

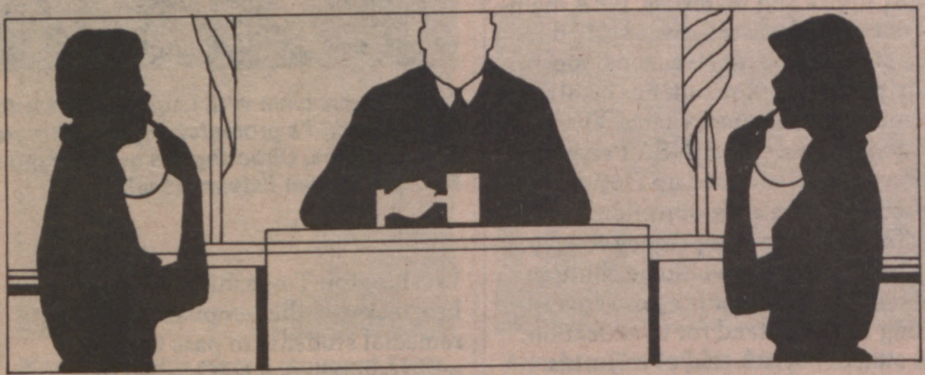
Court rulings boost female coaches' struggle for equity

WASHINGTON, D.C.—Two recent court decisions in lawsuits involving sex discrimination in employment should help female coaches in their continuing battle for equal treatment.

A federal district court in West Virginia found last spring that coaching a girls' team requires the same skill, effort, and expertise as coaching a boys' team, and concluded that the Marshall County school board had violated the U.S. Constitution, Title VII of the 1964 Civil Rights Act, and the 1963 Equal Pay Act by not compensating girls' coaches.

The suit was filed by junior high school basketball coach Linda Burkey and financed by the NEA DuShane Fund. The court found that illegal discrimination continued even after the school district started paying girls' coaches, since they still earned only half as much as boys' coaches. Burkey was awarded back pay.

Meanwhile, a Supreme Court decision handed down in June—*County of Washington, Oregon v. Gunther*—may usher in a whole new era for those fighting pay discrimination. In the past, most successful suits in this area were based on the notion of equal pay for equal work in identical jobs. But this 5-4 decision makes clear that Title VII of the Civil Rights Act of 1964 may in appropriate circumstances provide protection against sex discrimination in wages beyond that afforded by the Equal Pay Act.



The suit was filed by female prison guards who claimed that because of their sex, the county paid them less than male prison guards, whose jobs were similar but not identical. NEA joined a friend-of-the-court brief supporting the plaintiffs.

"In the field of education, this decision has significant implications for Title VII claims involving alleged discrimination in the pay rates of male and female coaches," says NEA Deputy Counsel David Rubin. "Under *Gunther*, a female coach will not be required to present the proof necessary to make out an Equal Pay Act claim. Rather, at least where a claim of disparate treatment is involved, intentional discrimination can be proved even if the jobs—a male baseball coach and a female softball coach, for example—are not substantially equal." ☐

Dismissal overturned

N.C. superior court affirms probationary teacher's rights

BREVARD, N.C.—Jolene Prewit-Parker, a nontenured high school English teacher here who was given no reason for her nonrenewal in the spring of 1979, has won her case in court.

With the backing of the North Carolina Association of Educators (NCAE) and NEA, Prewit-Parker had sued the school board—contending her unexplained dismissal at the end of her second year of teaching was arbitrary and capricious. Now a Transylvania County superior court judge has agreed, ordered her reinstated, and awarded her two years' back pay.

The ruling sets an important precedent for all probationary teachers in the state. "This is a landmark decision that shows good teachers can't be dismissed at the whim of some school board," said NCAE President John Wilson. "It should establish the fact that school boards do not have the right to act in an arbitrary and capricious manner when they are dealing with the lives and careers of fellow human beings."

Prewit-Parker holds a master's degree in English; her teaching ability had never been in question. She says she eventually intends to return to the classroom because teaching is her first love. But in the meantime she is caught up in finding a publisher for her recently completed historical romance.

She has only praise for the role of NCAE and NEA in her successful suit. "Without their support, I never would have had the guts to continue my fight," she admits. ☐

Jolene Prewit-Parker's first-person account of her dismissal, featured in the **NEA Reporter** *last fall, drew an outpouring of supportive letters from NEA members around the country. What advice would she now give a nontenured teacher facing a similar ordeal? "Although it's difficult, we must stand up for our rights. With confidence, with perseverance, we can win."*

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter*. One such vote was taken at the July 3, 1981, Board meeting.

Subject of roll-call vote:
To approve for transmittal to the 1981 Representative Assembly the proposed NEA program budget for 1981-82. (129 YES, 0 NO, 0 ABSTAIN, 2 NOT VOTING, 0 ABSENT)

Key:
'Y'—voted in favor
'NV'—vote not recorded on the issue
'**'—submitted statement on vote

NAME	STATE	VOTE
Dotson	Ala.	Y
Jones	Ala.	Y
Potter	Alaska	Y
Beachem	Ariz.	Y
Guy	Ariz.	Y
Johnson	Ark.	Y
Curfman	Calif.	Y
Estrellas	Calif.	Y
Foglia	Calif.	Y
Hodgkins	Calif.	Y
Kuiper	Calif.	Y
Logue	Calif.	Y
Shaw	Calif.	Y
Tinson	Calif.	Y
Vick	Calif.	Y
Bradshaw	Colo.	Y
Lansford	Colo.	Y
McLean-Waller	Conn.	Y
Rossomando	Conn.	Y
Testerman	Del.	Y
Coluzzi	D.C.	Y
Scott	Fla.	Y
Wilson	Fla.	Y
Scott	Ga.	Y
Wright	Ga.	Y
Elento	Hawaii	Y
Hovey	Idaho	Y
Betterman	Ill.	Y
Mack	Ill.	Y
Mishler	Ill.	Y
Hanna	Ind.	Y
Miller	Ind.	Y
Moudy	Ind.	Y
Halliburton	Iowa	Y
Mitchell	Iowa	Y
Peterson	Kans.	Y
Steele	Kans.	Y
Harvey	Ky.	Y
Nall	Ky.	Y
Coleman	La.	Y
Scott	La.	Y
Sullivan	Maine	Y
Jones	Md.	Y
Kuker-Kihl	Md.	Y
Gilmore	Mass.	Y
Johnson-Taylor	Mass.	Y
Lopes	Mass.	Y
Schutt	Mass.	Y
Christian	Mich.	Y
Davenport	Mich.	Y
Duckworth	Mich.	Y
Smith	Mich.	Y
Zook	Mich.	Y
Bauermeister	Minn.	Y
Holman	Minn.	Y
Newton	Minn.	NV
Bradley	Miss.	Y
Keeling	Mo.	Y
Johnson	Mont.	Y
Kaldahl	Nebr.	Y
Conrad	Nev.	Y
Jenis	N.H.	Y
Blackburn	N.J.	Y
Gibson	N.J.	Y
Goldman	N.J.	Y
Graham	N.J.	Y
Parish	N.J.	Y
Smith	N. Mex.	Y
Cleveland	N.Y.	Y
**Washington	N.Y.	NV
Cummings	N.C.	Y
Rader	N.C.	Y
Wilson	N.C.	Y
Gallagher	N. Dak.	Y
Abel	Ohio	Y
Dorsey	Ohio	Y
Potts	Ohio	Y
Savage	Ohio	Y
Willcox	Ohio	Y
Dyer	Okla.	Y
Fulton	Okla.	Y
Lawrence	Ore.	Y
Wiper	Ore.	Y
Mosher	OV	Y
Farr	Pa.	Y
Huntley	Pa.	Y
Mechlowitz	Pa.	Y
Mitchell	Pa.	Y
Wyland	Pa.	Y
del Valle	P.R.	Y
Mello	R.I.	Y
Cooper	S.C.	Y
Horgen	S. Dak.	Y
Akers	Tenn.	Y
Martin	Tenn.	Y
Pike	Tenn.	Y
Brock	Texas	Y
Foster	Texas	Y
Harrell	Texas	Y
Hilger	Texas	Y
Hunt	Texas	Y
Stacey	Texas	Y
Peterson	Utah	Y
Scott	Vt.	Y
Coffey	Va.	Y
Gant	Va.	Y
Nelson	Va.	Y
Amos	Wash.	Y
Horne	Wash.	Y
Wahlquist	Wash.	Y
Keeney	W. Va.	Y
Lewandowski	Wisc.	Y
Schleife	Wisc.	Y
Stephenson	Wisc.	Y
Anderson	Wyo.	Y
Benson	At Large	Y
Masters	At Large	Y
Sproul	At Large	Y
Treibley	At Large	Y
Bernat	SNEA	Y
Cadow	SNEA	Y
Duncan	SNEA	Y
Bowser	Ex. Com.	Y
Burse	Ex. Com.	Y
Fujimori	Ex. Com.	Y
Obermeyer	Ex. Com.	Y
Owens	Ex. Com.	Y
Woodard	Ex. Com.	Y
Futrell	Ex. Com.	Y
Freitag	Ex. Com.	Y
McGuire	Ex. Com.	Y

**Reginald Washington (N.Y.) submitted the following statement regarding his position on the issue: "I was unable to attend the meeting in time for the budget vote due to circumstances involving my hotel arrangements. I would like it recorded that I would have voted in support of the budget."

NEA AFFILIATES IN ACTION

OHIO: OEA airs textbook deficiencies to show need for more state $$$

COLUMBUS—If students in Ohio were to believe what they read in their schoolbooks, they'd think that gasoline costs 33 cents a gallon, that the United States has yet to land a man on the moon, and that interest rates are hovering around 5½ percent.

The age and inadequacy of public school textbooks in use across the state were brought to light recently by teachers who responded to an Ohio Education Association (OEA/NEA) textbook survey. The Association used its findings to show the legislature and Ohio citizens an easy-to-understand consequence of inadequate school financing.

"It is embarrassing that a state with Ohio's ability to pay for quality education would allow school funding to deteriorate to the point where basic school textbooks are not even available to some of our students," says OEA President Nancy Luddeke. "And those that are available are sometimes so out of date that they are almost useless to the teacher and student."

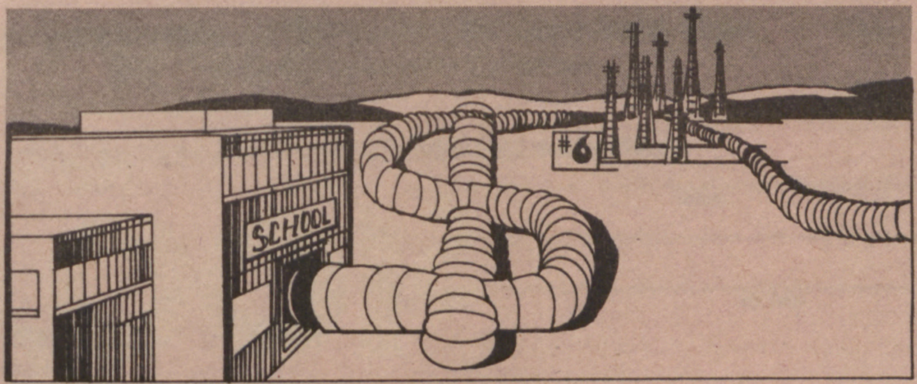
The survey turned up plenty of examples of outdated materials. A family life book used by high school students pictures teens in bobby socks, crew cuts, and poodle skirts. A bookkeeping text for grades 9-12 describes net incomes in the $7,000 to $9,000 range as "lucrative." A 1964 business education book still in use says a "reasonably expensive" home will sell for $12,000.

The survey also revealed that many Ohio teachers have few or no books for their students to use. One teacher wrote, "No texts (have been) purchased for my classes since 1968. We have paperbacks which are long worn out. Teacher replaces when possible on limited basis from his pocket. Once in a while students purchase replacement copies."

The OEA survey results have drawn press attention throughout the state. An editorial in the Columbus *Dispatch* is typical of the media response: "... Shortages in school funding must be addressed. The legislature must do more than just talk about money problems. The public too must realize the schools need help. Or the education of children will be as inadequate as the books."

With money still tight, how are Ohio teachers coping with the textbook nightmare? Many are using creative solutions to help make the situation tolerable. One teacher, for example, reports using her own money to buy books at garage and library sales; another coordinates a gigantic fund-raising project each fall to raise money for supplies. Many try to get sample copies from textbook manufacturers.

The survival technique mentioned most often, however, is preparing worksheets and handouts for students. But one frustrated teacher was a little disenchanted even with that approach. "I spend hours at home making dittos and worksheets," she wrote, "and have even put together my own health booklets for my students. I am then hassled because I use too much ditto paper. In the long run, I'm sure the textbooks would cost much less than the paper I must use." ☐



NORTH DAKOTA: School dollars flowing, thanks to new oil tax

BISMARCK—North Dakota is one of a handful of states having no difficulty funding public education and other services this fall—thanks to a state tax initiative approved by the voters last November.

"Measure 6" imposes a 6½ percent severance tax on oil produced here, with over half the resulting revenue earmarked for education. The state legislature recently approved a $423.6 million biennial education budget—a huge increase over the last biennium's appropriation.

Teacher salaries here, ranked 45th in the nation, have gotten a boost as a result of Measure 6. North Dakota Education Association (NDEA/NEA) President Jerry Fornes says negotiated salary hikes in new contracts have averaged nearly 20 percent. "Since 50 percent of current education dollars have been spent on instructional staff," he notes, "it's logical that half of the new money should go into salaries."

Only 18 months ago, North Dakota was in the same dire financial straits as other states: teaching positions were being cut and many districts were having difficulty raising mill levies. In March 1980, NDEA and NEA surveyed the state to pinpoint strategies that could be used to increase education funding.

The survey results showed that raising taxes on the energy industry was a popular suggestion. (Although North Dakota is one of the top 15 oil-producing states, it has ranked near the bottom in tax revenue generated from the oil industry.)

NDEA organized a coalition with farm and labor groups to gather signatures for the oil tax initiative, then campaigned to win voter approval. In an impressive victory over the powerful oil lobby, Measure 6 passed by a healthy 57 percent margin.

Under the state's new education budget, the amount earmarked for basic pupil aid will jump 47 percent in the first year and 64 percent in the second. North Dakota will now provide—for the first time—full funding for public kindergarten. ☐

TEXAS: Fair dismissal law caps TSTA legislative gains

AUSTIN—The Texas State Teachers Association (TSTA/NEA) recently completed one of its most successful legislative drives in years. Heading a long list of accomplishments, according to TSTA President Dora Scott, is passage of a due process/fair dismissal law—something TSTA has been seeking for 12 years.

The new law mandates annual written evaluations for teachers and stipulates that they must receive copies of their job appraisals. Any school district wishing to nonrenew a teacher employed on a term contract must now give reasons for the decision—based on the evaluation. Teachers must be notified by April 1, and they are guaranteed the right to appeal.

Prior to the law's enactment, boards could simply allow teaching contracts to expire without explanation. Ninety percent of the state's teaching staff are hired for one-year terms.

President Scott characterizes the bill as "one of the most significant pieces of education legislation in the last decade." It's also the first job protection legislation ever passed in Texas, she adds.

The fair dismissal bill received overwhelming support in both houses of the legislature as the result of massive lobbying by some 400 TSTA contact team members. The effort was helped, Scott notes, by the fact that 80 percent of the Association's endorsed candidates for the legislature won their races last November.

Also achieving passage in the recently concluded legislative session were TSTA-backed bills that will hike teacher pay by 26.6 percent over the next two years, raise certification standards for persons entering the teaching profession, improve the teacher retirement system, offer legal protection to student teachers, and expand bilingual programs in the elementary grades. ☐

From left, Phyllis Kittinger, chair of TSTA's Legislative Committee, Dora Scott, TSTA president, and John Donaldson, chief Association lobbyist, react as Texas House of Representatives approves 26.6 percent pay raise for teachers.

$100,000 Now, it's $100,000

More life insurance protection to help you keep up with the times!

NIE Life Insurance . . . affordable protection for today's higher cost of living.

No one has to tell you about the ever-shrinking buying power of the American dollar. Inflation may be a problem of national proportions but it still affects each and every one of us in our daily lives.

To help protect your family against the consequences of soaring inflation, you need life insurance more than ever before . . . and you may need *more* insurance than before. That's why your Association has expanded the New Independent Educators (NIE) Life Insurance Plan to offer you up to $100,000* of financial security for your family. This increased coverage can give your family the extra buying power they'll need should they have to adjust to life without you.

After all, life insurance benefits mean money for food, clothing, mortgage payments, education and many other essentials of life for your survivors. Through your Association's NIE Plan, you may be able to purchase up to *$100,000 of additional coverage**, regardless of any other type of insurance you already have, even NEA plans. This is a decreasing group term life insurance plan, offering higher amounts of protection for those years when your family's needs may be the greatest. And, despite inflation, this program is one of the few things that has never gone up in price!

For your spouse and children—a very important option for very important people.

Now, you can take advantage of these same reasonable NIE group rates to provide this kind of protection for your eligible family members, too. That's important, because whether a professional or a home-maker, your spouse affects your family's financial security. If something should happen to either one of you, just think about the possible loss of income, basic living expenses, the cost of child care and running a household—to name but a few of the financial consequences which could severely affect your family's current and future life-style. With today's inflation and tomorrow's prices, you'll realize that your spouse may need life insurance protection just as much as you do.

You should also think about life insurance protection for your children. With NIE, you can provide coverage for your dependent children which allows conversion to an individual policy at age 21 *without a medical examination!*

Choose protection to meet tomorrow's needs.

How much life insurance you need may depend on how much protection you have now, when it was purchased, and your present life-style. Times are constantly changing, and you must remember that inflation affects more than the cost of food and clothing; it impacts the relative value of your life insurance, too. For example, consider a $10,000 life insurance policy purchased in 1970. Today, its actual worth is only about half the original amount of protection (i.e., $5,000) when you consider what those dollars can buy today. In 1990, this same policy could be worth considerably less assuming inflation continues at its current upward trend.

If you haven't reviewed your life insurance coverage recently, now is a good time to think about purchasing or upgrading coverage with your Association's expanded NIE Life Insurance Plan . . . just to keep up with the times.

For you . . .

As an example, if you are under age 30, this plan can provide $10,000 of protection for $12 a year, $50,000 for $52 a year, and $100,000 for $102 a year.

For your family . . .

If you select coverage under Schedule 3 or above (see chart), you can take advantage of the optional spouse and dependent child(ren)'s coverage. Spouse coverage is equal to 50% of the member's amount of insurance according to the schedule selected. Dependent child(ren) are covered for the amount shown for each schedule. Regardless of how many children you insure, your contribution remains the same.

Who is eligible?

Protection under the NIE Life Insurance Plan is available to all active, educational support, life, student or staff NEA members in good standing. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S or Independent Educators are also eligible to apply for this additional coverage. Coverage continues as long as you remain eligible, make the required contribution within two months of the due date, and the overall plan remains in effect.

If you leave the field of education or retire, you may still be eligible to continue your NIE Life Insurance Plan as long as you remain a member of NEA.

Your eligible dependents are your spouse (except in the case of divorce or annulment) and unmarried children between 14 days and 21 years of age who are not members of the military service. Stepchildren, foster and legally adopted children who depend upon you for support, may be included. If both husband and wife are insured under this plan as members, they are ineligible for dependent spouse coverage and only one of them may cover children as eligible dependents.

Once you have dependents insurance for your children, each additional child automatically becomes insured 14 days after birth. No notification of birth is necessary. A dependent's coverage terminates when the dependent no longer meets eligibility requirements, the necessary contributions are not made when required, or the member's coverage terminates.

Important facts you should know about NIE.

No medical exam—The underwriter does not require a pre-enrollment physical examination, although you must be able to certify that the answers are "yes" to certain health statements on the enrollment form. If you cannot certify "yes" to the health statements, coverage may still be available and you should mark the appropriate box to receive a more detailed enrollment form. Your statements and answers on the enrollment form, if acceptable to the underwriter, are the basis for providing coverage under the program.

Continuance of insurance during total disability—at no cost—If, as an insured member, you become totally disabled before age 60 and remain so disabled for at least six months, your member coverage will remain in effect in accordance with the schedule under which you are insured, for the entire period of total disability at no cost to you. Proof of disability must be furnished as required. Should you die during the first 12 months of such disability, your insurance will be paid even if you have not furnished proof of disability or if contributions were not continued.

To be considered totally disabled, you must be unable to perform any and every duty pertaining to your occupation and not engaged in any gainful work. However, after the 30th

*Amounts vary by age and the schedule you select.

Plan Schedules

For New Independent Educators Insurance Plan

	Schedule 1		Schedule 2		Schedule 3		Schedule 4		Schedule 5	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$10,000	$ 6.00 m	$20,000	$11.00 m	$30,000 *15,000* 3,000	$ 16.00 m *8.00 s* 4.50 d	$40,000 *20,000* 4,000	$ 21.00 m *10.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 26.00 m *13.00 s* 7.50 d
30 — 39	$10,000	$ 7.00 m	$20,000	$13.00 m	$30,000 *15,000* 3,000	$ 19.00 m *9.50 s* 4.50 d	$40,000 *20,000* 4,000	$ 25.00 m *12.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 31.00 m *15.50 s* 7.50 d
40 — 49	$10,000	$15.00 m	$20,000	$29.00 m	$30,000 *15,000* 3,000	$ 43.00 m *21.50 s* 4.50 d	$40,000 *20,000* 4,000	$ 57.00 m *28.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 71.00 m *35.50 s* 7.50 d
50 — 59	$ 6,000	$24.00 m	$12,000	$47.00 m	$18,000 *9,000* 3,000	$ 70.00 m *35.00 s* 4.50 d	$24,000 *12,000* 4,000	$ 93.00 m *46.50 s* 6.00 d	$30,000 *15,000* 5,000	$116.00 m *58.00 s* 7.50 d
60 — 69	$ 4,000	$36.00 m	$ 8,000	$71.00 m	$12,000 *6,000* 3,000	$106.00 m *53.00 s* 4.50 d	$16,000 *8,000* 4,000	$141.00 m *70.50 s* 6.00 d	$20,000 *10,000* 5,000	$176.00 m *88.00 s* 7.50 d
Over 70	$ 1,000	$32.00 m	$ 2,000	$63.00 m	$ 3,000 *1,500* 1,500	$ 94.00 m *47.00 s* 2.25 d	$ 4,000 *2,000* 2,000	$125.00 m *62.50 s* 3.00 d	$ 5,000 *2,500* 2,500	$156.00 m *78.00 s* 3.75 d

	Schedule 6		Schedule 7		Schedule 8		Schedule 9		Schedule 10	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$ 60,000 *30,000* 6,000	$ 31.00 m *15.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 36.00 m *18.00 s* 10.50 d	$ 80,000 *40,000* 8,000	$ 41.00 m *20.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$ 46.00 m *23.00 s* 13.50 d	$100,000 *50,000* 10,000	$ 51.00 m *25.50 s* 15.00 d
30 — 39	$ 60,000 *30,000* 6,000	$ 37.00 m *18.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 43.00 m *21.50 s* 10.50 d	$ 80,000 *40,000* 8,000	$ 49.00 m *24.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$ 55.00 m *27.50 s* 13.50 d	$100,000 *50,000* 10,000	$ 61.00 m *30.50 s* 15.00 d
40 — 49	$ 60,000 *30,000* 6,000	$ 85.00 m *42.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 99.00 m *49.50 s* 10.50 d	$ 80,000 *40,000* 8,000	$113.00 m *56.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$127.00 m *63.50 s* 13.50 d	$100,000 *50,000* 10,000	$141.00 m *70.50 s* 15.00 d
50 — 59	$ 36,000 *18,000* 6,000	$139.00 m *69.50 s* 9.00 d	$ 42,000 *21,000* 7,000	$162.00 m *81.00 s* 10.50 d	$ 48,000 *24,000* 8,000	$185.00 m *92.50 s* 12.00 d	$ 54,000 *27,000* 9,000	$208.00 m *104.00 s* 13.50 d	$ 60,000 *30,000* 10,000	$231.00 m *115.50 s* 15.00 d
60 — 69	$ 24,000 *12,000* 6,000	$211.00 m *105.50 s* 9.00 d	$ 28,000 *14,000* 7,000	$246.00 m *123.00 s* 10.50 d	$ 32,000 *16,000* 8,000	$281.00 m *140.50 s* 12.00 d	$ 36,000 *18,000* 9,000	$316.00 m *158.00 s* 13.50 d	$ 40,000 *20,000* 10,000	$351.00 m *175.50 s* 15.00 d
Over 70	$ 6,000 *3,000* 3,000	$187.00 m *93.50 s* 4.50 d	$ 7,000 *3,500* 3,500	$218.00 m *109.00 s* 5.25 d	$ 8,000 *4,000* 4,000	$249.00 m *124.50 s* 6.00 d	$ 9,000 *4,500* 4,500	$280.00 m *140.00 s* 6.75 d	$ 10,000 *5,000* 5,000	$311.00 m *155.50 s* 7.50 d

**Age of member at time of claim

†Based on age of member on each due date

Policy Form 31300 GEN AS5-704

month of such disability, you must be unable to engage in any occupation for which you are reasonably fitted by education, training or experience, and not engaged in any gainful work.

Conversion rights—Should you become ineligible under the plan, you are guaranteed the opportunity to convert within two calendar months to one of a number of Prudential individual policies, without furnishing evidence of good health. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy. Arrangements may also be made to convert each terminating dependent's insurance to individual policies under similar conditions.

Your beneficiary—You may choose any beneficiary to receive the proceeds from your life insurance, and you may change your beneficiary at any time. If a covered dependent dies, benefits will be paid to the insured member if living, otherwise to the dependent's estate.

The underwriter—Through the NEA Life Insurance Plans, unified members have enjoyed reliable term life insurance protection at reasonable cost since 1961. The NIE Plan is underwritten by The Prudential Insurance Company of America, known for quality service and financial responsibility for over a century. The NEA Insurance Plans are administered by the NEA Members Insurance Trust.

Effective date—NIE Insurance for yourself and your eligible dependents becomes effective on the first day of the month following: (1) receipt of your enrollment form with the initial semiannual contribution and (2) approval of your enrollment form by The Prudential Insurance Company of America.

When you're planning for tomorrow . . .

Consider today's steadily rising costs. Then compare the costs and benefits of your Association's New Independent Educators Life Insurance Plan with any other now available. We think you'll find the NIE to be the plan you need to keep up with the changing times.

To enroll, complete the enclosed enrollment form. Then just mail with your initial semiannual contribution as indicated in the Plan Schedule you select to:

NEA Life Insurance
P.O. Box 433
Fort Washington, Pennsylvania 19034

If you wish to enroll for additional coverage, check the appropriate box on the enrollment form, and mail in the enclosed envelope. You will be sent the appropriate enrollment form.

Upon acceptance, your insurance certificate will be forwarded by mail. If you are in any way dissatisfied with this certificate, you may return it up to 14 days after receipt to cancel coverage and receive a full refund of your initial semiannual contribution.

Underwritten by:
Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA...Working for you

Calculating contributions . . . an example.

I am 43 years old and would like to buy $40,000 worth of NIE Life Insurance for myself. I would also like to insure my spouse and three children. How much would my semiannual contribution be?

At age 43, $40,000 of member coverage is Schedule 4.

Contribution for member is	$57.00
Contribution for spouse is	$28.50
Contribution for all children is	$ 6.00
Total semiannual contribution is ..	$91.50

Remember, all contributions are based on the attained age of the member to be insured.

KEY
m = **Insured member's information shown in bold**
s = *Insured member's spouse information shown in italic*
d = Insured member's dependent children information shown in regular

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New Independent Educators Life Insurance Plan

R-9-81

With Optional Dependents Coverage

ENROLLMENT FORM

NATIONAL EDUCATION ASSOCIATION LIFE INSURANCE

1. NAME ____
Last First Middle

2. RESIDENCE ____
Number Street
____
City State Zip Code

3. SEX ☐ Male ☐ Female

4. DATE OF BIRTH ____________________
Month Date Year

5. BENEFICIARY (Example: Mary A. Doe, Not Mrs. John Doe)
____
First Name Middle Initial Last Name Relationship

6. I am already insured under the NEA Insurance Plans
PLAN ____
IDENTIFICATION NUMBER ____
☐ I am not insured under the NEA Insurance Plans

7. Please enroll me (and my eligible dependents, if indicated) in the New Independent Educators Life Insurance Plan. Total coverage under the New Independent Educators Life Insurance Plan is limited to the amounts shown in Schedule 10. (Includes new and any current amounts you have). CHECK APPLICABLE BOXES.
☐ Check here if enrolling for NIE coverage *for the first time* and complete chart below:

(CHECK COVERAGE DESIRED):		Semiannual Contribution
☐ Member Coverage	Schedule ____ Member's Age ____	$____________ m
☐ with Spouse Coverage		$____________ s
☐ with Dependent Child(ren) Coverage	Note: Dependents' coverage may be selected only under the schedule selected for member coverage	$____________ d
	TOTAL CONTRIBUTION	$____________

Please make check payable to NEA Insurance for this amount

☐ Check here if you want *additional NIE Coverage* with spouse and/or dependent child(ren) coverage, if desired. The appropriate application will be sent to you for completion. *Send no payment now.*

Example: Your current NIE member coverage is $40,000. You wish to add $30,000 coverage on yourself and have your spouse's coverage at $35,000 (one-half of the new $70,000 member coverage) and your dependent child(ren) coverage at $7,000.

I certify that I am currently an active, educational support, life, student or staff member in good standing of the National Education Association.

Name of State Association ____
Name of Local Association ____

HEALTH STATEMENTS

I certify by signing below that I can answer "yes" to the following statements.
☐ Check here if unable to answer "yes" to any of the statements below, and we will forward you a more detailed application.

1. I am now physically able to perform all the duties of my occupation, and I am working on a full-time basis (except student members). If applying for dependents' life insurance, I certify that they are presently not hospital or house confined.
2. During the last five years, I (or my dependents, if applying for dependents' life insurance) have never had or been treated by a doctor or other licensed practitioner for any known condition of the heart or other circulatory disorder, cancer, tumor or diabetes.
3. During the last five months, I (or my dependents, if applying for dependents' life insurance) have not been confined in a hospital or other institution due to illness for more than five days.
IF APPLYING FOR COVERAGE UNDER SCHEDULES SIX THROUGH TEN,
I FURTHER CERTIFY THAT:
4. During the last five years, I (or my dependents, if applying for dependents' life insurance) have never had or been treated by a doctor or other licensed practitioner for any known mental or nervous disorder or condition of the digestive system.
5. I (or my dependents, if applying for dependents' life insurance) have never been declined for life insurance or had the amount reduced.
6. My weight and that of my spouse if applying for dependents' coverage, falls within the indicated range for height as shown below:

Height		Weight
Less than 5 ft.	—	80 lbs. to 150 lbs.
5 ft. 0 in. to 5 ft. 6 in.	—	95 lbs. to 180 lbs.
5 ft. 7 in. to 6 ft. 0 in.	—	115 lbs. to 210 lbs.
Over 6 ft.	—	140 lbs. to 240 lbs.

I declare that the statements contained herein are true and understand that, if acceptable to The Prudential Insurance Company of America, they are the basis on which life insurance is provided under the group policy(ies) issued by Prudential to the NEA Members Insurance Trust.

Date signed ____________________

Member's Signature ____________________ Spouse's Signature ____________________

For office use only: GRP 79379-1 ED 9-81 I. E.
Plan Code ____________________ I.D.# ____________________
Eff. Date ____________________ Ins. Amt. ____________________

NEA AND YOU

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National
Education
Association

Washington, D.C.

NEA REPORTER

Nonprofit Org.
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DELEGATES SPEAK OUT

Equality Day
July 7, 1981
nea era
Give Our Children
The Gift of Their

'KEEP PUBLIC EDUCATION STRONG'

Highlights of 1981 Rep Assembly, page 6

Attention, school support members
See page 18

YOUR TURN

It's time for an all-out push to build membership

by Sharon Fortune

As teachers we are dedicated to the belief that education creates an awareness of personal potential in our students. Daily, we also realize that our own self-esteem is greatly shaped by how effectively we're performing our jobs, as well as by others' perceptions of our work.

Our personal striving for excellence, coupled with our real pride in our profession and our commitment to our students and to each other, should bring us solidly together in one local-state-national organization. Our collective strength as advocates for public education is based largely on our numbers.

From personal experience I know that low membership can paralyze an Association's effectiveness. In the 1979-80 school year, my local—Lamoille Union High School Teachers Association—had only 44 percent of the teachers as members. Even though we had the legal right to bargain, the school board looked at the nonmember majority, perceived teachers as apathetic, weak, and divided—and acted accordingly.

"Don't talk to us just about your members," the board would say. "What do the *rest* of the teachers think?"

When I was elected president of the local in the spring of 1980, I set increasing membership as my first priority. I recruited 10 of the more active members of the local to plan a membership drive.

The campaign involved contacting each teacher and personally asking him or her to join. We pointed out the tangible advantages of joining—such as legal backing, insurance, and other NEA and Vermont Education Association benefits and services.

We also talked about the value of presenting a unified front to our school board. We stressed that if the board was ever going to take contract negotiations seriously, we had to begin speaking with *one* voice—rather than as individuals petitioning the board or the administration about their concerns. We made the point that although every teacher in the bargaining unit would be covered by any contract we agreed to, only Association members were eligible to vote on ratification.

Our promotional efforts were so successful, even we were surprised! At the end of a three-week campaign, we had 86 percent of the teachers enrolled in the Association.

Can we see a difference in the effectiveness of our organization now that we've almost doubled our membership? Unquestionably, emphatically —*yes*. The biggest change is that when we meet with the school board across the table now, they treat us with greater respect, because they know we stand united. The chair of the board's negotiating committee has contacted me and the head of our negotiations team several times since our latest contract talks began, saying he's worried about a possible strike.

The real reason that man is worried is because we have 86 percent membership—and the unity that could make a strike successful. The board members are in awe—and they should be—of what has happened in our local. That gives us much greater leverage at the table.

We ratified a good contract last fall, right near the end of the membership campaign. It included a salary increase of about $1,100. I'm convinced one of the reasons that contract was so good was because the board sensed the growing solidarity of our Association.

Even though I take personal pride in the dramatic increase in membership, I know I could not have done it alone. The teachers who went out and recruited members were each committed to the belief that we must band together to achieve our goals—for ourselves and for our students.

This fall, please don't wait to be asked! Renew your own Association membership—and then put a little personal pressure on those nonjoiners in your building. We need everyone. Speaking with one voice, we *will* be heard. ☐

Sharon Fortune is president of the Lamoille Union High School Teachers Association in Hyde Park, Vermont. An English teacher for eight years, she also serves on the Vermont Education Association board of directors and was a delegate to the 1981 NEA Representative Assembly.

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Teaching: no easy task

Teachers are architects. They help plan and build the lives of children every day. Why then is teaching a profession on which so little importance is placed?

Most adults never see the inside of a school while class is in session. The only news that reaches their ears is of teacher strikes, vandalism, and competency test scores. The efforts are never mentioned.

Teachers are among the least honored Americans. For people from whom so much is expected, where is the due respect?

Bobbie Bowling
Attalla, Alabama

Boycotts

It never ceases to amaze me how NEA gets tied up with noneducational goals. I am very sure most members would not go along with these boycotts if polled. . . . But, on the other hand, if you want to do something constructive for education, why don't you boycott the tobacco and liquor industries which "help" thousands of teachers to early death or disability from their sales of products which cause heart, lung, liver, and stomach diseases or disorders?

Harold H. Heath
Las Vegas, Nevada

P.S. No, I'm not a Mormon, nor am I a teetotaler.

Ku Klux Klan

I was most interested in your June 1981 feature articles outlining Ku Klux Klan recruitment of children, and am inserting those articles in the *Congressional Record* for the attention of my colleagues.

As a member of the Senate Judiciary Committee, I occupy a particularly useful position from which to encourage appropriate Justice Department response to illegal Klan activities.

Charles E. Grassley
United States Senator (R-Iowa)

'What's best for the child'

How many times when we object to a school policy or administrator's demand are we told, "But you must remember what is best for the child"? This answer has become a monotonous rationalization for any new program, policy, or request anyone wishes to thrust on us.

When administrators or supervisors mouth this line they seem to feel they are instantly elevated to a kind of martyrdom proving their selflessness. Frequently, all that is involved for them is issuing the edict. The mounds of paperwork, schedule adjustments, and other requirements fall to the classroom teacher.

When teachers object to unfair demands on their time and energy, they are told they are selfish and should put the child's needs above their own. As a teacher of 32 years, I am tired of these unfair shenanigans that lay a guilt trip on teachers. The great majority of us became teachers because we do care about children. We instinctively put the child's needs first—unless judgment or fairness indicate otherwise.

No person or group should be told continually that they must always consider someone else's needs above their own. Treating teachers as nonentities with no basic worth of their own diminishes respect for teachers and saps morale. In the long run, it is against the best interests of the child. Good programs are not carried out by unhappy and dissatisfied teachers.

When any important school program is initiated, let it be based on consideration of "what's best for all concerned."

Evelyn M. Goodin
Sacramento, California

A chilling tale

The Midvale School Board (none of whom ever saw me teach), reacting to the complaints of five parents (none of whom ever visited my classroom), has voted unanimously (in a meeting to which I was not invited) to deny me a teaching contract for a second year.

The exact reason for my dismissal is a mystery, with the board citing "alleged comments" and "casual manner and dress." However, one parent did tell me he was upset by our study of *Shogun* because he "hates Japs." Another criticized our reading of Edgar Allan Poe because his stories are "too gross." Still another parent complained that we "talked about stuff that wasn't in the English book" (art, music, current events, etc.).

I believe that the study of language necessarily involves all aspects of life—and especially our ability to reason. Some students and parents found this method very uncomfortable—and argued that it was wrong and bad for an English teacher to require, or even encourage, pupils to think on their own.

That there is no room for a progressive educational philosophy in the Midvale, Idaho, schools is to *their* discredit, not mine. And in the long run, it is the children who will suffer.

Larry Rottman
Cambridge, Idaho

Disappointed

I was very disappointed in the "Roving Reporter" column in your June issue. I never saw such a biased selection.

Surprise, surprise—some people do support our President. That is why he was elected! As a teacher for over 10 years I am very sorry to see our national association become such a self-serving interest lobby. Please change!

Patricia Harvey
Milford, Connecticut

NEA REPORTER

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Contributing writers: page 3 **David Foerster;** pages 6-8 **Howard Carroll;** pages 18-19 **Barbara Lawless;** page 21 (Ohio) **Don Schaub.**

Congress blunts Reagan attack on public education

As the federal budget takes final shape, education is faring better than other social programs—but schools will still be badly hurt.

DON'T CUT SECURITY
SAVE OUR SECURITY
LOCAL 6
NEA FIGHTS REAGAN SOCIAL SECURITY CUTS!
SOCIAL SECURITY SERVES ALL AMERICANS
NEA SAYS STOP SOCIAL SECURITY CUTS!
SAVE OUR SECURITY

At a July rally on the U.S. Capitol steps, members of NEA, senior citizens' groups, and other organizations in the "Save Our Security" coalition protest the Administration's proposed cuts in Social Security benefits.

WASHINGTON, D.C.—Public schools will open this September with fewer federal aid dollars.

But the cuts America's schools are now facing are substantially smaller than the cuts President Reagan originally proposed last February.

The President had asked Congress to slice about 30 percent off of federal aid to education, a move that would have effectively eliminated much of the federal assistance for public schools legislated over the past two decades.

NEA mobilized at every level—local, state and national—to fight this clear threat to public education.

Members of NEA's Congressional Contact Teams—the Association's grassroots lobbying network—came to Washington and helped organize their colleagues against the Reagan cuts.

Association members from across the country paid visits to their local congressional offices, wrote letters, sent telegrams, and provided members of Congress with analyses of the impact of the Reagan cutbacks on their districts.

The Reagan forces won the first round of the budget fight last spring. The Reagan-backed budget resolution proved a shoo-in in the GOP-controlled Senate. On the House side, Republicans were joined by nearly 30 Democrats, and the Reagan budget passed by a small margin.

This Reagan budget targeted more than $38 billion in federal spending cuts for education, Social Security, Medicare, and many other vital human services programs. At the same time, the White House budget okayed by the House and Senate called for the biggest peace-time military spending increases in U.S. history.

But this first budget vote only set broad spending targets. Congress had yet to detail which programs would be cut and by how much. The Reagan Administration had some very specific ideas on what to cut—and also proposed to enact, through the budget process, sweeping changes in existing law that would drain even more federal dollars out of the public schools.

For a while it appeared that the President might get his cuts and changes, too. But NEA lobbyists on Capitol Hill, working closely with senators and representatives from both parties, gradually helped convince the key congressional committees in the budget process that the nation's public schools just couldn't absorb the deep cuts envisioned by President Reagan.

These committees, after a series of crucially important negotiation sessions, voted to take much of the bitter sting out of the Reagan budget for education.

The House and Senate then voted spending plans—called "reconciliation" in congressional budget shorthand—that reduced Reagan's original 30 percent cut in aid to education down to 10 percent.

Moreover, the Administration's block grant scheme, which would have lumped the reduced federal funds into unearmarked packages, was modified so as to leave the two largest federal education programs—ESEA Title I (for the disadvantaged) and education for the handicapped—separate and relatively intact.

The reconciliation bill reduces impact aid to about half the current funding level and makes deep cuts in school lunch, college student assistance, and other major education programs.

The kicker is that the reconciliation bill imposes a three-year cap on federal education programs. This means that in fiscal 1984, schools will receive —at best—no more than they received in 1980. When inflation is taken into account, the cap will mean a massive cut in real buying power for the schools.

Meanwhile, activity is heating up on other congressional fronts:

- House and Senate committees will shortly resume work on **Social Security** financing legislation. Delegates to this summer's NEA Representative Assembly mailed a total of 18,000 postcards from Minneapolis to Capitol Hill protesting the Administration's proposed cuts in benefits. NEA is also working with a coalition of 90 major national groups in efforts to head off these cuts. The House Ways and Means Committee expects to have its bill ready early this fall.
- At press time House and Senate were at work on a massive **tax cut bill,** including—in both houses—relief from the "marriage penalty" imposed by the current tax law. NEA and allied groups are seeking amendments to provide for indexing (adjusting) of individual income tax brackets to counter the "bracket creep" caused by inflation.
- The Senate is slated to resume consideration of the authorization for the U.S. Department of Justice, after months of battle over a controversial amendment that would prohibit **busing** as a tool for school desegregation.
- Extension of the **Voting Rights Act** of 1965 is nearly ready for floor action in the Senate, with major debate expected on provisions requiring certain states to get Justice Department approval before making any election law changes. ☐

Marches, rallies set for Solidarity Day

September 19: A day to protest Reaganomics

Mark your calendar—Saturday, September 19, 1981. Solidarity Day. It's the day thousands and thousands of Americans from every corner of the country will converge on the nation's capital to protest the Reagan Administration's economic policies.

Solidarity Day will be your chance to object to the Administration's efforts to repeal 50 years of social progress in America. People from labor, civil and human rights, consumer, religious, and women's groups will be there to demonstrate that Ronald Reagan has no national mandate for elitist social and economic programs that aid the wealthy while squeezing the poor.

You should be there too—to protest Reagan's attempts to gut public education through federal budget cuts and tuition tax credit schemes.

The mass rally at the Washington Monument will be the first national demonstration against the thrust of a total government program. The day's activities—including skits, speeches, and a march—will try to refocus public attention on goals for which the nation was founded—social and economic justice for all.

"Teachers, professors, and school support staff are among those being hit hardest by Reagan's economic gameplan," points out NEA President Willard McGuire. Those who have not already lost their jobs as the result of the squeeze on federal aid to education may soon feel the pinch from other Reagan-induced cutbacks—in student loans or Social Security benefits, for example.

SOLIDARITY DAY
SEPTEMBER 19 1981

"All of us—teachers, secretaries, bus drivers, security guards, cafeteria workers, and the rest of us who work in our nation's public schools—will lose if we sit back quietly," McGuire says. "We must make our feelings known."

The 1981 Representative Assembly guaranteed NEA's role in Solidarity Day by adopting a new business item that says: "The NEA will support as an active participant the Solidarity Day demonstration called by the AFL-CIO for September 19, 1981, for the purpose of fighting the Reagan Administration's economic policies and similar state economic policies. . . . NEA will also encourage corollary demonstrations in the various state capitals." ☐

NEA—and you—make it happen!

Embracing all members of the school family, NEA has become THE advocate for public education in this country. The unity, strength, and wisdom of the organization are derived from you, the members.

Twenty-five delegates to this summer's NEA Representative Assembly were asked what membership and involvement in the Association mean to them. Their responses covered all fronts, but a few themes were sounded over and over: NEA is a leader in member protection, lobbying, instructional issues, research, contract negotiations, and political action.

PROTECTION

Whenever a member's rights are threatened or violated, the Association is there—with attorneys, staff assistance, and money. Comprehensive legal protection is available to all members through the Unified Legal Services Program, the Attorney Referral Program, and the Educators' Employment Liability Program.

Beginning September 1, NEA is raising its members' professional liability insurance coverage from $250,000 to $1 million because of members' demands for improved coverage.

For the first time ever the Educators' Employment Liability Program will now also pay damages as well as legal costs—up to $250,000—in civil rights suits. It will also reimburse legal fees—up to $25,000—to members charged with violating criminal statutes in connection with their work. The expanded plan covers additional activities of educational support staff, including preparing food and protecting school property, as well as most regular classroom activities. Psychological, therapeutic, and counseling services are also included under the new plan.

NEGOTIATIONS

NEA trains local leaders to become effective negotiators at the bargaining table. The Association also offers backup financial data for budget analysis and comparison. NEA uses its computer network to gather the latest information on contracts bargained throughout the country. On-the-spot staff assistance is provided in crucial bargaining situations.

POLITICAL ACTION

Through a formal endorsement process, NEA works to elect pro-education candidates to federal office. Contributions to federal campaigns are made through NEA-PAC, a separate political fund made up of voluntary contributions from NEA members. The Association will be taking an active role in the 1982 congressional campaigns because the outcome could set the political tone for the rest of the decade.

LEGISLATION

NEA is working tirelessly on Capitol Hill to fend off attacks on public education. In line with an agenda set by the Representative Assembly, NEA's legislative activity is currently focused on such issues as tuition tax credits and vouchers, funding for federal education programs, tax revisions, Social Security benefits, and preservation of cabinet status for education. Realizing that professional lobbyists alone are not enough, NEA has organized a "contact team" in each congressional district—NEA members who can apply pressure as constituents on their members of Congress, both at home and in Washington.

RESEARCH

NEA gathers, stores, and analyzes current data on a host of topics, such as school statistics, teacher and support staff salaries and benefits, arbitration decisions, retirement systems, school finance, and economic trends. NEA researchers also train state and local Association staff in the use of computerized research for legislative, public relations, instructional, and other programs.

IPD

Through its state affiliates, NEA offers workshops to help teachers play a stronger leadership role in improving instruction, providing equal educational opportunity, and strengthening professional development. During the past year members have attended sessions on teacher stress, testing, school violence, discipline, and political action as a professional responsibility.

SPECIAL SERVICES

The Association sponsors a variety of voluntary economic services for the benefit of unified members. Members may participate in unique life, homeowners, and in-hospital insurance programs. Free consumer guides are available which can help members become better, more informed consumers. Money-saving discount programs offer value on books, prescriptions, and travel. In many states, a vitamin program, credit plan, and purchasing service are also available. □

We need the Association to help fight what I call the "Big Daddy" syndrome. That's where teachers assume they don't need to be politically involved, that the school boards know what's best for education. It's the feeling that the boards know what's best for us and are going to take care of us. Unfortunately, that's simply not true. We're the experts. We have the knowledge and skills to make a difference—and to make sure quality education is being provided.

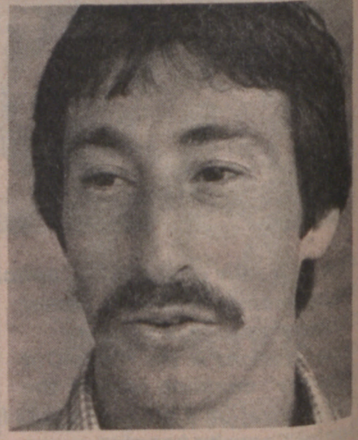
Eduardo Holguin,
5th grade bilingual
Las Cruces, New Mexico

I get a lot of information from the Association—like research, educational studies, classroom tips, the legislative report card.

Jo Ann Thomas, *English*
Lake Worth, Florida

Through the Association we received help in preparing a grant proposal for our teacher center in Spring Valley.

Gail Reynolds, *English*
East Ramapo, New York



The Association is the only true vehicle we have to make changes in the system—in instructional areas or in the area of social reforms.

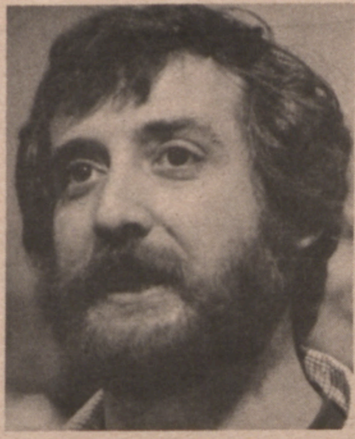
Lenny Forti, *phys ed*
Atlanta, Georgia

The Association is more accessible than any other professional group I know about. One can get in and help make decisions.

W. Rayford Johnson, *band*
St. Paul, Minnesota

Whenever I need anything—inservice programs, legal advice, PR ideas—help is just a phone call away.

Sharon Mullen, *first grade*
Blackfoot, Idaho

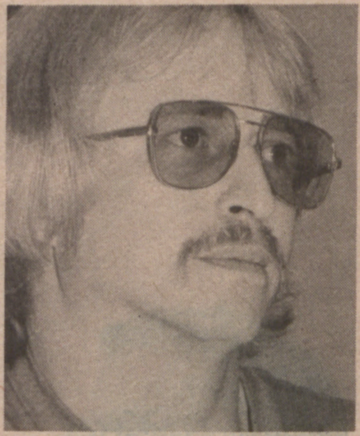


I'm excited about the relationship our teachers in K-12 and higher education have in our union. We're interested in doing what's best for each other.

Peter Lehman, *sociology*
Portland, Maine

One of the most important things the national organization does is to train local teacher negotiators.

Iola Burton, *English*
Lawndale, California

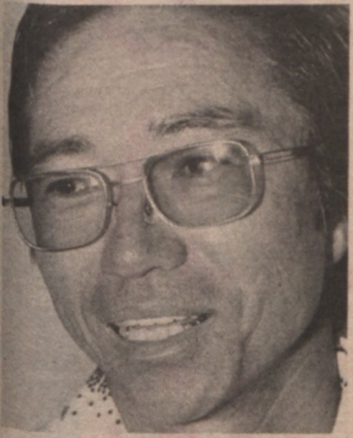


I like being part of a democratic organization like NEA. There is no democracy in most other unions.

Hal Smith, *school electrician*
East Brunswick, N.J.

Banding together is the only way our voices are going to be heard. Together we can do more for ourselves and our students.

Gwendolyn Towne, *sixth grade*
Tuba City, Arizona



The training I've received from the Association has helped me not only in my profession but in my personal development as well.

Joe Tanaka, *counselor*
Hilo, Hawaii

The liability insurance and lawyer referral service are two real benefits of belonging to NEA.

Delores Turner, *teacher aide*
Cumberland, Maryland

If the board or administration tries to circumvent the rights of a teacher, I like having the power of the NEA behind that teacher.

Tom Bennett, *social studies*
Hazelwood, Missouri

Since substitute teachers are prime targets for any trouble in the classroom, we need the protection and backing of the Association.

Carol Carr, *substitute teacher*
Wellington, Ohio

The Association is working for teachers, for teacher rights, for bargaining. NEA is making the teaching profession better for all concerned.

Richard McClain, *fourth grade*
Salem, Oregon

NEA has helped us get a more equitable salary scale. We're now getting paid on a more equal basis with teachers in the rest of the nation.

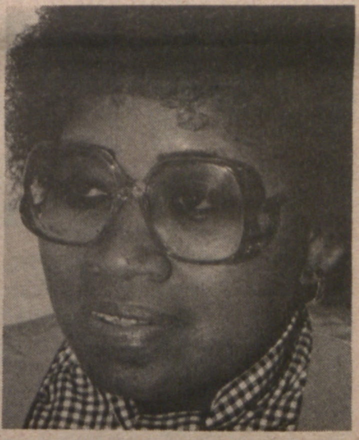
Ofelia Robles, *government*
Seoul, Korea

The greatest service NEA and the state affiliates offer to professional educators is protection of teacher rights.

Frank Roberts, *phys ed*
Raleigh, North Carolina

NEA's information on discipline and classroom management is good.

Eddie Spence, *second grade*
Odessa, Texas



By publicizing positive things that are being done in the classroom, the Association is helping project a more positive image of our profession.

Shirley Williams, *science*
Baton Rouge, Louisiana

By belonging to the Association, I know I have the support of teachers in time of need. I really am part of the united teaching profession.

Dolores Garcia, *special ed*
Antonito, Colorado

Without our lobbying efforts, teachers would get nothing from the state legislature. There is no one else speaking up for us but ourselves.

Linda McGuire, *teacher of hearing impaired*
Florence, Alabama

As a Congressional Contact Team member, I've seen the pressure the Association can put on the Congress.

John Halloran, *sixth grade*
Worcester, Massachusetts

All of the insurance—health, life, liability—is excellent.

Mary Effinger, *special ed*
Ann Arbor, Michigan

If you're going to be professional, you have to act professional. You're not acting professional if you're not part of a professional organization.

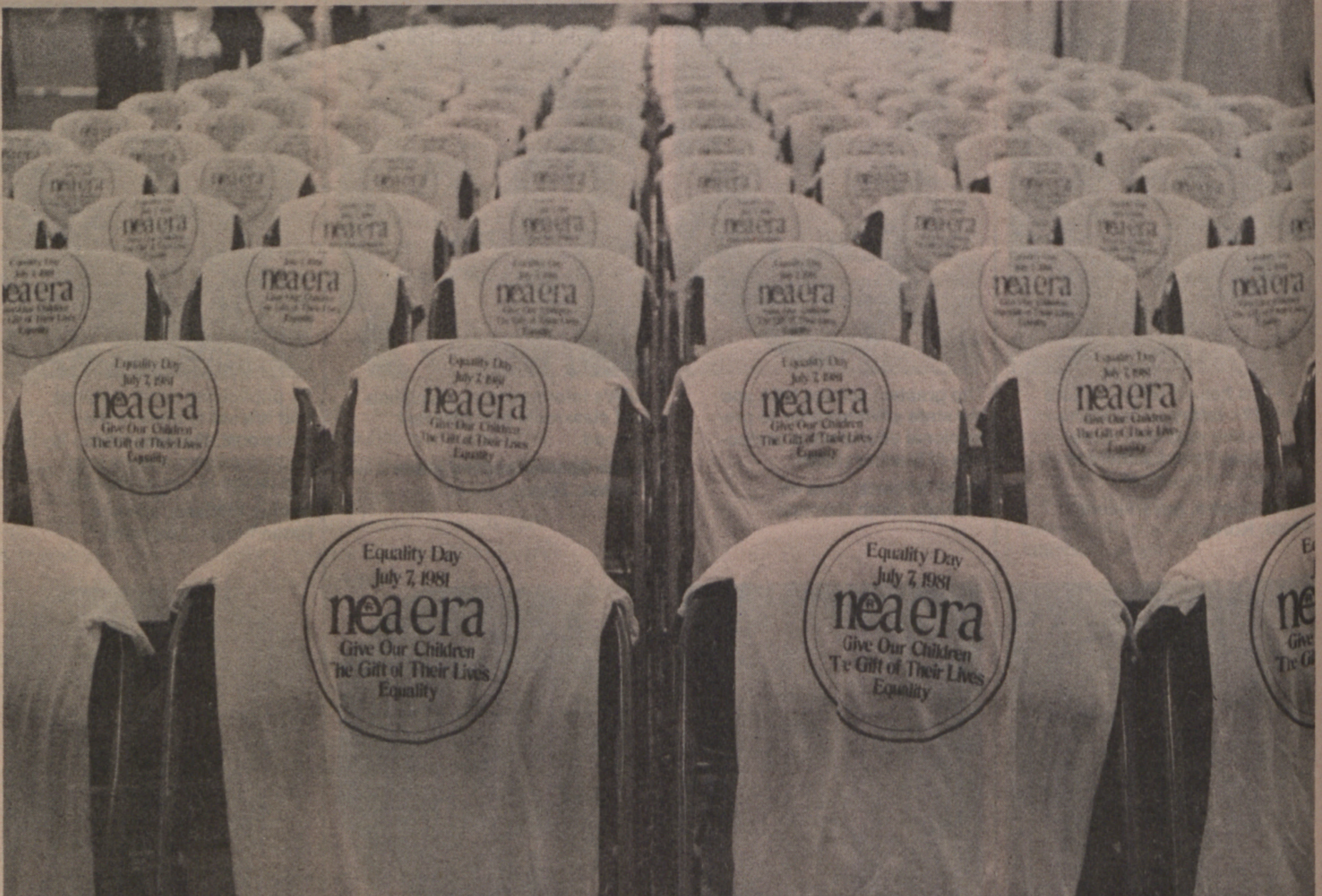
Raymond Janota, *science*
Park Forest, Illinois

Public education shouldn't be split. All of us should be represented by one organization. NEA has the numbers, clout, and services higher education faculties need.

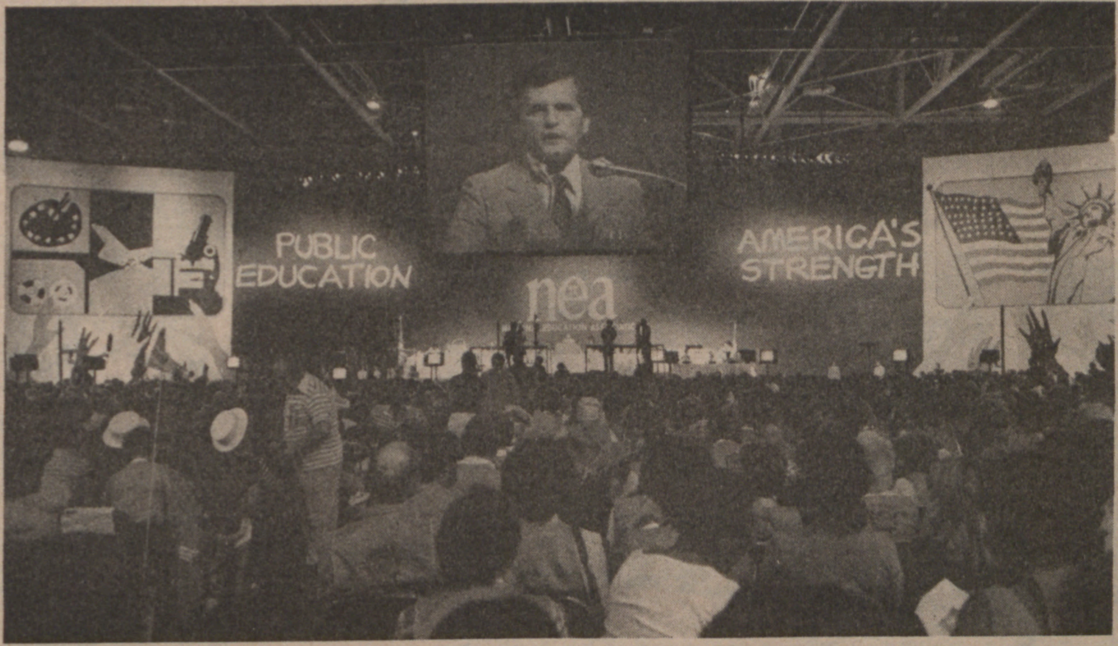
Leigh Barker, *communications*
Waukesha, Wisconsin

NEA DELEGATES SOUND A CALL TO ARMS

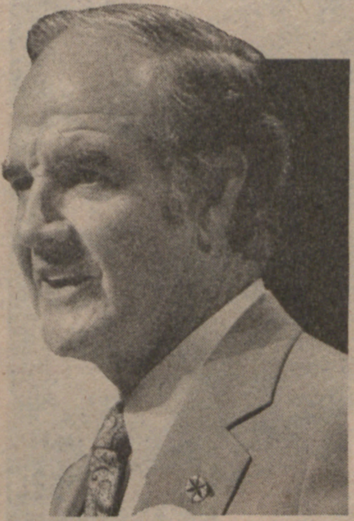
Public education as we know it is under attack, NEA Executive Director Terry Herndon warned in his address to delegates.


Equality Day
July 7, 1981
nea era
Give Our Children
The Gift of Their Lives
Equality

Although the 190 Wisconsin delegates had to return home early for a legislative crisis, they left behind a powerful symbol of support for ERA on Equality Day.



George McGovern thanks NEA for honoring him with the 1981 "Friend of Education" award.



MINNEAPOLIS—Faced with unprecedented school budget cuts and other Reagan Administration policies that threaten to destroy public education, NEA's highest policymaking body met here July 4-7 and vowed to fight back.

The mood of the 7,100 delegates to NEA's annual Representative Assembly—elected to speak for the 1.7 million NEA members nationwide—was one of unity in adversity. NEA President Willard McGuire set the tone in his opening address, sounding a "call to arms" to save the nation's public school system.

"There is no one else to do it," McGuire declared. "We are America's educators. If public education is to survive, it is we who will have to see that all that is necessary is done.

"We must continue our fight for budget decency," McGuire stressed. "So long as public schools lack the federal support they need, so long as any child in America lacks the wherewithal to achieve a full and decent life, we must not and we shall not be silent."

NEA Executive Director Terry Herndon echoed the theme, spelling out the emergency now facing teachers and students: "Massive cutbacks in federal aid at all levels, threatened abolition of the fledgling U.S. Department of Education, the passage of Proposition 2½ in Massachusetts, the maturation of Prop 13 in California, traumatically depressed economies in the northeastern industrialized states, and tax caps and spending lids throughout the country might interact to lay off more than 100,000 teachers this fall. Emergency? I'd say so!"

The delegates adopted a new business item calling on NEA to organize a "National Day of Conscience for Public Education"—a coordinated one-day demonstration at local, state, and national levels to call public attention to the layoffs and budget cuts that threaten the schools. As yet no date has been set.

The Representative Assembly also called on NEA and its affiliates to join in the more general "Solidarity Day" marches and rallies September 19 against the Reagan Administration's economic policies (*see page 3*).

Responding to the clear need for a redoubling of organized political effort and commitment, delegates here—in a drive spearheaded by the Michigan delegation—dug into their own pockets to contribute $53,500 to NEA's political action arm (NEA-PAC) for use in the critical 1982 congressional elections.

They also voted to recommend raising the guideline for voluntary NEA-PAC contributions to a minimum of $10 per year.

On July 7, designated "Equality Day" at the Representative Assembly, the hall was a sea of thousands of green and white NEA-ERA T-shirts as delegates demonstrated their unwavering commitment to the battle for ratification of the Equal Rights Amendment by the June 30, 1982 deadline. Approval by

continued on next page

Rosa Maria Rivera, a teacher exiled from El Salvador, makes an impassioned plea for NEA to go on record as condemning the government of El Salvador for its role in assassinations and other acts of violence against educators.

Delegates elected (from left) Jim Sproul as administrator-at-large on the NEA Board of Directors; Pearl Mack to the Executive Committee; Bernie Freitag and Willard McGuire to second terms as NEA vice-president and president; and Odetta Fujimori to a second term on the Executive Committee.

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nea era

Photos below:
(Left) All but two of America's astronauts are products of the public schools, Maj. Charles Bolden, Jr. pointed out in a speech to the RA. Bolden is a future space shuttle pilot.

(Center) Arizona delegate Marion Pickens gleefully checks out her prize in the NEA-PAC raffle —a 1981 K-car.

(Right) Getting the ERA ratified will take great spirit and determination, warned Addie Wyatt of the United Food and Commercial Workers Union.

NEA-PAC, ERA efforts spark 1981 Assembly

continued from page 7

three more state legislatures is needed.

An NEA-ERA fundraising drive here produced more than $50,000 to support ratification efforts in the key target states: Virginia, North Carolina, Georgia, Florida, Oklahoma, and Missouri.

The annual Friend of Education Award, NEA's highest honor, was presented to former Senator George McGovern of South Dakota. During his 22 years in Congress, McGovern consistently supported federal programs to improve the schools.

"We need a new definition of national security and national defense," the former Presidential candidate told the delegates. "Education is more vital to the national defense than any single investment we can make." McGovern got a standing ovation.

NEA affiliates honored during the Assembly for outstanding membership development included the North Carolina Association of Educators (largest number of new members in the past year), Missouri NEA (biggest percentage increase in membership), and the Colorado and Vermont Education Associations (strongest sustained patterns of membership growth over the past decade).

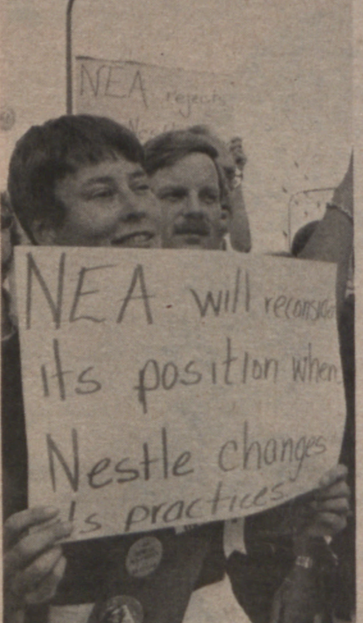
The Assembly worked its way through some 90 proposed items of new business and updated NEA's nearly 200 resolutions. *Highlights of new business action appear on page 17; full text of the resolutions begins on page 9.*

The delegates also approved NEA's legislative agenda, dividing the Association's objectives for the 97th Congress into three tiers of activity: priority initiatives (general aid to education, collective bargaining); current congressional issues (block grants, Department of Education, tax revision, appropriations, tuition tax credits, and others); and continuing concerns to be lobbied as they arise (mobile teacher retirement, reauthorizations, national health insurance, copyright law, etc.).

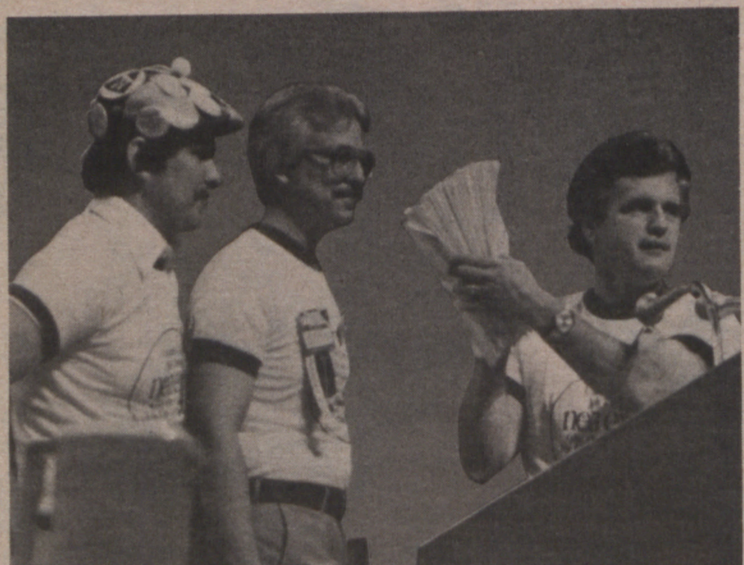
As always, not all of the action at this year's annual meeting was parliamentary. Learning of the Nestlé Corporation's continued attempts to reverse the will of the Representative Assembly, over 2,000 delegates—led by NEA President Willard McGuire—rallied outside the headquarters hotel where Nestlé officials were hosting a cocktail party to which they had invited select Association leaders.

The party was the latest in a year-long series of Nestlé attempts to end NEA's support of the national boycott of Nestlé products—a boycott endorsed by the 1980 Representative Assembly. The action protests the company's methods of marketing and distributing its infant formula in the Third World, where millions of women have been persuaded to stop breastfeeding and use the formula instead, to the detriment of infant health.

In secret-ballot elections during the Representative Assembly, delegates gave Willard McGuire of Minnesota and Bernie Freitag of Pennsylvania second two-year terms as NEA president and vice-president. They also elected Odetta Fujimori of Hawaii to serve a second three-year term on the nine-member NEA Executive Committee, Pearl Mack of Illinois to fill the other Executive Committee seat up for election this year, and James Sproul of Kentucky to serve again as administrator-at-large on the NEA Board of Directors. ☐



A party hosted by the Nestle Corporation was the focus of spontaneous picketing by 2,000 delegates angry over the company's continuing campaign to overturn NEA support of the national boycott of its products.



NEA President Willard McGuire shows off petitions signed by 6,000 delegates who oppose tuition tax credits. The National Council of Urban Education Associations gathered the signatures, then NCUEA regional director Paul Mann (left) and president Len Anderson gave them to McGuire. The petitions were later presented to Congress.

NEA RESOLUTIONS 1981

MINNEAPOLIS—The 1981 NEA Representative Assembly adopted the 178 resolutions that appear below. Resolutions are formal statements of NEA philosophy and position; they provide the overall direction in which the Association will be moving.

Figures in parentheses after each resolution indicate the years when it was first adopted and last amended. When only one year is listed, that means no revisions have been made since the resolution was first adopted.

If you have a question about a resolution or would like to propose an alteration for next year, please write to a member of the Resolutions Committee, in care of your state association, before March 1, 1982. Committee members are:

Alabama—Charles Nunnelee, Eunice Horton; **Alaska**—Michael Carson; **Arizona**—Avis B. Albright, William Scribner; **Arkansas**—Linda Pondexter; **California**—Joan Acosta, Jack Caselles, Wilma E. Wittman, Betsy Haaker, Wilhelmina "Pat" Ryan, Michael Rothschild, Jess D. Tabasa, Wynn Anderson, Pat Walden; **Colorado**—Jeanne Brooks, Mildred Gamble; **Connecticut**—John Pelchat, John Williams; **Delaware**—William W. Hutchison, Jr.; **District of Columbia**—George Zachariah; **Florida**—Ulysses Floyd, Gail Husbands; **Georgia**—William J. Overton, Julia Wright; **Hawaii**—Irvin Sasaki; **Idaho**—Janie Nirk; **Illinois**—Judy Buchta Ilgen, Marge Harmon, Bill McGee.

Indiana—Linda Hogan, George A. Houk, Mike Zulich; **Iowa**—Marcia J. Mendenhall, Fred Stark; **Kansas**—Harry Peterson, Jr., Fran Raines; **Kentucky**—Bettyruth Bruington, James E. Goodwin; **Louisiana**—Raymond Green, Montee W. Milner; **Maine**—Mildred Black; **Maryland**—Carl Lancaster, Phyllis Robinson; **Massachusetts**—David E. Geikie, W. Barry McNiff, Linore C. Sizemore, Bernard Shea; **Michigan**—Karen Bunting, Lois Fisher, Carl Hansen, Marian McCracken, Jack Minore; **Minnesota**—Tom Claseman, Edith Etter, Larry Gifford; **Mississippi**—Vera R. Butcher; **Missouri**—Tom Bennett; **Montana**—Carole A. Farlin.

Nebraska—Roger Hans Larsen; **Nevada**—Ivy Owen Dixon; **New Hampshire**—Katherine Fowler; **New Jersey**—Ruth M. Buehrer, Katherine McEachern, Laura R. Maltman, Ira Moss, Rosemary Walters; **New Mexico**—Dorris Yarbro; **New York**—Al Coppola, Barbara Reed; **North Carolina**—Cecil Banks, Herbert Dark, Peter Toggerson; **North Dakota**—Peggy Donahe; **Ohio**—Anna Lea Barry, Patricia Chavis, Rod Hineman, Judith Stewart, James Tucker; **Oklahoma**—Nancy Jewell, Jane Knowles; **Oregon**—Dave Conklin, Ray Johnson; **Overseas**—Mary Coughlin; **Pennsylvania**—Ben Arellano, Anthony DiBiase, Annabella M. Halas, Arlene H. Mitchell, Judy Volk; **Puerto Rico**—Héctor Laguerre.

Rhode Island—Sylvia Blanda; **South Carolina**—Earl Reuben; **South Dakota**—Dianna Miller; **Tennessee**—Phyllis Boyd, Ruth Cage, Charles Yates; **Texas**—LaBeth Pondish, Guy Davis, Bobbie Duncan, Mary Lee Grabowske, Fred Reininger, J. R. Smith; **Utah**—Robert Blain; **Vermont**—Jim Provost; **Virginia**—Chester L. Boyd, Jr., Eloise Clark, Scott Lindstrom; **Washington**—Annette Barca, Karen Knutzen, Ed Sprague; **West Virginia**—Charles Moses; **Wisconsin**—Bonnie Foss, Ken Oudenhoven, Nadine Sieber; **Wyoming**—Robert Leathers; **Student-NEA**—Jim Healey, Marcia Jensen, Mike Kendall.

At-Large Administrators: James Dunn (Ala.), Louise Gaskins (Mass.), William Mynckenberg (Ohio); **At-Large Higher Education:** Gretchen Murphy (Minn.), Martha Palmer (Maine); **Minority Affairs Committee:** Agnes Chavis (N.C.).

Editing Committee: Don Akers (Tenn., *chair*), L. Alice Peters (N.J.), Rufus Abernethy (Md.), James Kreiss (Wash.), Robert Harding (Mich.).

Save this section for future reference.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1981

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(K) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States.

The Association further believes the individual at his/her expense must also be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency.

The Association further urges its affiliates to seek legislation that eliminates tax-exempt status for those institutions established solely to avoid integration. (69, 81)

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications
b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being
c. Exercise attitudes of good citizenship, societal productivity, and global awareness
d. Appreciate the aesthetic and moral qualities of life
e. Formulate values for their lives that will lead to continual growth and self-fulfillment
f. Recognize and appreciate the cultural diversity of this nation.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 81)

A-3. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve community, parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 81)

A-4. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education—

a. To understand the proper use, stewardship, and preservation of a viable environment
b. To promote an understanding of the necessity to protect endangered, threatened, and rare species
c. To reduce pollution significantly
d. To promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival
e. To promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 80)

A-5. Public Understanding and Support of Education

The National Education Association recognizes the responsibility of the united teaching organization to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association also believes that there must be a representative board of education, elected by the citizens, in each school district, which also has a responsibility to promote public understanding of the schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention can be focused on the contributions of education and educators. (69, 81)

A-6. Mass Media

The National Education Association recognizes the total educative effect of the communications media, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable

audience who must be protected from violence in television programming, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, broadcasters, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to teachers; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit television viewing. (69, 81)

A-7. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-8. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75,79)

A-9. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching organization: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching organization to prevent such abuses. (74, 80)

A-10. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS Television), National Public Radio (NPR), and the expanding Cable Television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affilaites to express their concerns to their Representatives in the U.S. Congress. (81)

A-11. Voucher Plans

The National Education Association believes that voucher plans under which education is financed by federal, state, or local grants to parents, schools, or school systems could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A-12. Rural Education

The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 79)

A-13. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A-14. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of education programs to increase public understanding of energy and alternative energy sources.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources and efficient design in the renovation and construction of schools.

The Association encourages locals to support efforts to develop conservation awareness and school building energy audit programs. It also urges the support of programs to investigate current energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77, 81)

A-15. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals used in construction and maintenance of educational facilities and in classroom teaching. The Association urges that standards and safeguards be established, and programs of prevention and the elimination of health hazards be enacted by the appropriate school governing body after input from the local association. The Association further believes that teachers should be assisted in the identification, proper storage, and safe disposal of such materials. (78, 81)

A-16. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and uitilization of new technologies that may provide for the safe transport and disposal of nuclear wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 81)

A-17. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A-18. Tax Reform

The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services
b. Prevent excessive reliance on property or any other single tax source
c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden
d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence
e. Assure that statewide uniformity in property tax effort be required
f. Provide for increased local and state funding of public education
g. Eliminate tax laws and rulings that are harmful to teachers and educational needs. (78, 81)

A-19. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A-20. Accessibility to School Board Meetings

The National Education Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher and community involvement in educational decision making and to guarantee their right to participation. (80, 81)

A-21. U.S. Department of Education

The National Education Association believes the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that teachers must be fully involved in establishing goals and planning programs for the Department.

The Association believes that any attempt to dismember or dismantle the Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers or other anti-public education plans would be detrimental to the public interest. (80,81)

A-22. U.S. Department of Education Schools

All dependents of U.S. government employees overseas should be afforded the opportunity to attend U.S. Department of Education Schools. (80)

A-23. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to correct policies which contribute to the particular economic difficulties of individual states and regions. (81)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democractic decision making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials; insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials; and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 79)

B-2. Bilingual and ESL Education

The National Education Association believes that bilingual and English-as-a-second-language (ESL) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The Association urges that both bilingual and ESL programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained within the total English program until they have demonstrated the ability to function in such a program.

The Association supports federal and state legislation which would require and fully fund bilingual and ESL programs for all students who are not proficient in the English language because it is not their primary language.

The Association also believes that legislation must provide funds to expand current bilingual and ESL programs, including those for teacher preparation. (81)

B-3. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an apppreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to work for adequate funding and establishment of the necessary teacher training for effective implementation of multicultural/global education. (81)

B-4. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs.

The Association recognizes the need for teacher training programs for foreign language teachers, and supports teacher exchange programs. (81)

B-5. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs which preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators
b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language
c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students
d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs
e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people
f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs
g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions
h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 80)

B-6. Chicano and Spanish-Speaking Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano and Spanish-speaking children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of bilingual visiting teachers and counselors to meet the student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos and Spanish-speaking students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 81)

B-7. Asian and Pacific American Education

The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific American children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific American parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Americans to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific American curricu-

lum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs. (79, 81)

B-8. Education of Refugee, Illegal Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of illegal aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harasssment-free environment for these children should be assured by local, state, and federal authorities. (80, 81)

B-9. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of Black American children require the direct involvement of Black American educators, parents, community leaders and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to their learning and cultural characteristics and promote the preservation of the heritage and culture of Black American children. (81)

B-10. Health of Children

The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges local, state, and federal governments and appropriate organizations and institutions to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere
b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements
c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods
d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities
e. Improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health
f. Strengthen and improve the enforcement of child abuse laws
g. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist
h. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children
i. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products
j. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 81)

B-11. Pupil Personnel Services

The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, psychological, and attendance services, be increased and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the preschool and elementary levels, since behavioral and attitudinal patterns are established at an early age. (69, 81)

B-12. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B-13. Basic Financial Support of Public Education

The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.
b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.
c. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.
d. Advisory committees for federally funded programs should reflect the ethnic make-up of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.
e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
f. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.
h. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.
i. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.
j. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.
k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.
l. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.
m. Funds for programs to alleviate sex discrimination and to reduce portrayal of sex stereotypes in the public schools must be provided.
n. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.
o. Categorical funding is essential in the areas of special education, bilingual/English as a second language, and for the economically/educationally disadvantaged and must be assured.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 81)

B-14. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-15. Sex Education

The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education and parent orientation regarding these courses be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control, venereal disease, incest and sexual abuse, and problems from preteen and teenage pregnancies. (69, 81)

B-16. Drug Dependency

The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of the drug rehabilitation programs.

The Association discourages the use of marijuana except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties. (72, 81)

B-17. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching organization should be encouraged to provide continuing education experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 81)

B-18. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs which will assure equal opportunity for occupational development, and which will encourage students to consider nontraditional vocations, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)

B-19. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; those of low academic ability; underachievers; pregnant students and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the objectives and evaluations.

The Association urges increased support for the identification of these students, multisensory continuing education of educators, and development of programs at the local, state, and national levels. Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association further supports the effort of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading/learning disabilities to be certified under regulations of each state's Department of Public Instruction. (77, 81)

B-20. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to: free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wage; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fund-raising activities. (69, 81)

B-21. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. Boards of education in conjunction with local affiliates should develop policies that would provide necessary administrative support to the classroom teacher for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75, 80)

B-22. Early Childhood Programs

The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize appropriately certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities, the poor, and the elderly in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states and objects to federal government intervention in the credentialing process.

The Association urges its affiliates to seek legislation that would ensure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of mandatory, fully funded kindergarten programs in all states.

The Association advocates the establishment of fully funded preschool special education programs. These programs should be readily accessible, should make available those services necessary to assist handicapped children from birth through five years, and should be staffed with teachers and therapists who are certified by the state. (75, 81)

B-23. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 78)

B-24. Child Abuse

The National Education Association believes that all children should be protected from child abuse, including incest, and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse
b. Encourage development of teacher preparation courses and continuing education programs that stress the identification of, reporting procedures for, and techniques in dealing with abused children
c. Encourage the development of teacher preparation courses concerned with the abused child.

The Association urges its affiliates to seek the enactment of state and local legislation that would—

a. Provide educators reporting suspected child abuse immunity from legal action
b. Require educators to report to the appropriate authorities instances of suspected child abuse
c. Provide for protection of children from other children. (74, 81)

B-25. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B-26. Federal Impacted Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 79)

B-27. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)

B-28. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities

with those who are so charged. There should be separate facilities for these detained minors. (75, 77)

B-29. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75, 79)

B-30. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that in order to implement Public Law 94-142 effectively—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.
b. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.
c. All staff must be adequately prepared for their roles through continuing education programs.
d. The appropriateness of educational methods, materials, continuing education, and supportive services must be determined in cooperation with classroom teachers.
e. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.
f. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.
g. There must be a systematic evaluation and reporting of program development using a plan that recognizes individual differences.
h. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.
i. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.
j. Adequate released time or funded additional time must be made available for teachers so that they can carry out the increased demands placed upon them by P.L. 94-142.
k. Staff must not be reduced.
l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.
m. Communications must be maintained among all involved parties.
n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.
o. Individualized education programs should not be used as criteria for the evaluation of teachers.
p. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.
q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.
r. Incentives for teacher participation in continuing education activities should, as mandated by law, be made available for teachers.
s. Local associations must be involved in monitoring school systems' compliance with P.L. 94-142.
t. Student placement must be based on individual needs rather than on space availability.(78, 81)

B-31. Migrant Workers

The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state with migrant children in its school system. (75)

B-32. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to mounting inflation, declining enrollment, and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 81)

B-33. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

.The Association urges its members to support legislation establishing guidelines which require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B-34. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 77)

B-35. Middle School and Junior High Programs

The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and continuing education programs for junior high/middle school education. (76, 79)

B-36. School Transportation

The National Education Association believes that all aspects of transporting students require close scrutiny. It believes that safety requirements for buses and other designated school vehicles must be stringently enforced and overcrowding must be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 79)

B-37. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B-38. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities which improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B-39. Full Funding for Education Legislation

The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association further believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78, 79)

B-40. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association acknowledges the need for some students to be gainfully employed. However, it believes that parents, students, and employers should be made aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement.

The Association also believes that excessive student absences from school, excused or unexcused, have adverse effects on program continuity and achievement of the student. (79, 80)

B-41. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B-42. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B-43. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates will urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79)

B-44. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials which portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 81)

B-45. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

B-46. Gifted, Talented, and Creative Students

The National Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to indicate to educators reliable methods of identifying and teaching these children. The Association also believes that training programs in gifted and talented education must be provided for teachers.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 81)

B-47. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

a. Teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation.
b. The educational and support components of employment and training programs should be staffed only by certificated educators.
c. Employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day.
d. Funds for the educational component of employment and training programs should be channeled through and controlled by local school systems.
e. Funds for youth and adult training programs should be designated for training of teachers, counselors, administrators, and school board members in program objectives and procedures.
f. The use of funds and the duration of programs should be flexible in order to accommodate the differing learning needs of students.
g. The amount of funding should be predictable in order to facilitate year-to-year planning.
h. Employment and training programs should provide ongoing counseling, placement, and other support services, and should be provided by certificated personnel.
i. Employment and training programs should provide opportunities for women in nontraditional occupations.
j. Existing educational and vocational facilities should be used in employment and training programs. (80)

B-48. Small Business Management Education

The National Education Association supports providing training at the secondary level for future small business persons and encourages educators at all levels to stress self-employment and the creation of one's own work as a viable career option. School systems should broaden their curriculums to include the teaching of those elements that are pertinent to success in business. (80)

B-49. Student Transfers

The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B-50. Driver Education

The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B-51. Student Stress

The National Education Association believes that there are great and increasing mental and emotional pressures upon the students of this nation. Drug abuse, alcohol abuse, violence, vandalism, and increased suicide among children speak clearly to those pressures and the resultant waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and after-care programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80)

B-52. Higher Education

The National Education Association believes that students should be encouraged to further their education through institutions of higher education.

The Association urges its affiliates to support a fully funded, guaranteed student loan program that would assure higher educational opportunities for all. (80)

B-53. Fine Arts Education

The National Education Association believes that fine arts programs should be an integral part of this nation's elementary and secondary (K-12) school curriculums.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80)

B-54. Instructional Technology

The National Education Association believes that instructional technology can be employed to improve teaching and learning. Before sanctioning such technology, the Association believes the following conditions must be met:

a. That classroom teachers in each school be involved in the initial planning, the introduction, and the use of such technology
b. That teachers whose professional practice and responsibility are affected by this new technology be provided with adequate staff development activities
c. That classroom teachers monitor changes in content and format of instructional materials to ensure quality of instruction and curricular coordination
d. That teachers be involved in the decision making as related to changes in the workload and the responsibilities of classroom teachers as a result of the introduction of such technology
e. That teachers be involved in designing appropriate research and carefully controlled development activities related to all aspects of any new technology of instruction. (81)

B-55. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating these missing children. The Association urges support for a national clearinghouse for information regarding these children. The Association also believes that unexplained absences are suspicious and warrant full and continued investigations. (81)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity. (69, 77)

C-2. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of—

a. Factors that determine professional competence
b. Factors that determine the effectiveness of competent professionals
c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for

the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.
b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.
c. Tenure in public higher education not restricted by numerical or arbitrary quotas.
d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writing to any formal evaluation report prior to placement in a personnel file.
e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.
f. Participation in a continuing education program including such activities as appropriate counseling and supportive services, released time for continuing education, and opportunity to observe and seek or give assistance to other teachers in classroom settings other than one's own.
g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.
h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage.

The Association further opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification, or promotion. (69, 80)

C-3. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 79)

C-4. Teacher Education

The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap.
b. Assess critically current college and university programs of teacher education and make specific recommendations for changes.
c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication and human relations in requirements for certification, and the provision for ongoing continuing education workshops in these areas for beginning and experienced teachers and administrators.
d. Support legislation providing legal status and liability protection for student teachers.
e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.
f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.
g. Support requirements for specific course work in reading instruction for both elementary and secondary certification.
h. Formulate standards for school systems receiving student teachers, including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.
i. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.
j. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.
k. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.
l. Take immediate steps to become involved in college and university committees that control teacher education programs.
m. Support changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education.
n. Support the inclusion of courses that provide instruction in the changing role of the family.
o. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education and teacher licensing/credentialing agencies. (70, 81)

C-5. Continuing Education

The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including required staff development programs and voluntary professional development, including the concept of Teacher Centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school systems have a responsibility to fund all expenses for continuing education programs, courses, and conferences that benefit the school program for all staff.

The Association also believes that continuing education programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation.

The Association believes that teachers should strive for complete control of their own professional development. To this end, the Association encourages its affiliates to develop strategies for the implementation of teachers' professional development programs that are fiscally autonomous and teacher-governed. (76, 81)

C-6. Competency-Based Teacher Education Programs

The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for preservice and continuing teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, nonprofessional acts; or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented which do not first provide for carefully controlled research and development to assure validity and reliability, indicating that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74, 79)

C-7. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C-8. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C-9. Criteria for Certification and License

The National Education Association believes that no single criterion should be used for determining who should study for or be certified in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification.

The Association supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. (77, 80)

C-10. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers' organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C-11. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are ursurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policy making that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association further urges its affiliates to advocate viable alternatives that increase decision making within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them
b. Preservice and continuing teacher education
c. Teacher work load and additional compensation
d. Priorities within the curriculum
e. Written report requirements. (79, 80)

C-12. School Libraries

The National Education Association believes that a comprehensive library/ media program, including printed and nonprinted resource materials and a certificated librarian/media specialist, should be provided for each elementary and secondary school. (80, 81)

C-13. School Nurses

The National Education Association believes that all students should receive the services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must select instructional/library materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 81)

D-2. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 75)

D-3. Academic Freedom

The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

The Association further believes that legislation and regulations that mandate the teaching of so-called "creation science" violate teacher and student rights.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69, 81)

D-4. Student Evaluation

The National Education Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon student evaluation criteria and to assign grades to students. The Association believes that the classroom teacher is the final authority in assigning student grades. (81)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Bargaining Rights

The National Education Association believes that the attainment and exercise of bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged and strengthened where they are now secured. (80)

E-2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a teachers' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees.

The Association further believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts. (69, 79)

E-3. Higher Education Bargaining

The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

E-4. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E-5. Professional Salaries

The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 79)

E-6. Salary Goals

The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service
b. Have structural continuity through the use of an index or percentage guide
c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials
d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which

result in a doubling of the current annual minimum salary within 10 years of faculty experience
e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales
f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum
g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement
h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service
i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service
j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments
k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay
l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents
m. Be developed through the process of collective bargaining
n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility
o. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee
p. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69, 79)

E-7. Basic/Fringe Benefits

The National Education Association believes that school systems must provide and pay for basic/fringe benefits including, but not limited to, the following:

a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Maternity/paternity leave, including adoption
e. Sabbatical leave
f. Paid professional leave
g. Paid association leave
h. Workers' Compensation
i. Life insurance
j. Severance pay
k. Tuition reimbursement
l. Personal assault protection
m. Long-term physical and mental disability insurance
n. Benefit extension for laid-off employees
o. Religious leave
p. Retirement compensation.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educational staff members on official leave of absence or maternity/paternity leave. (79, 81)

E-8. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 78)

E-9. Teacher Retirement

The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.
b. Actuarial and investment policies that produce sound financing.
c. Annual independent review and audit.
d. Immediate and full vesting after not more than 5 years of service.
e. Provisions permitting the purchase of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.
f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.
g. Disability retirement for a service-connected disability available to teachers from the first day of employment. Nonservice-connected disability retirement shall be available to teachers after 5 years of service.
h. Automatic cost-of-living increases to retirees and beneficiaries.
i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. Affiliates' support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.
j. Full funding and equitable administration in the granting of teacher retirement credit for military service, or provision for purchasing up to 5 years of retirement credit for military service.
k. Nondiscrimination on the basis of sex or marital status.
l. Retirement credit for unused sick leave.
m. All compensation, including extra-duty pay, in computing retirement benefits.
n. Benefits not reduced by other sources of income, including Social Security benefits.
o. Preretirement counseling.
p. Retirement housing facilities for teachers.
q. Teachers' contributions and benefits that are not subject to federal income taxation.
r. Internal Revenue Service rules and regulations which are not discriminatory.
s. Annual financial statement distributed to all members.
t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 81)

E-10. Social Security

The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 78)

E-11. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Department of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79, 80)

E-12. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in the recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E-13. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E-14. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decision maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E-15. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching organization to seek legislation that provides this privilege and protects both educators and students. (74, 75)

E-16. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of teachers and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive bail; firing of teachers; fines; decertification of an organization as the bargaining agent; loss of association rights; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association further condemns the denial of credits to students who have honored a teacher work stoppage. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 81)

E-17. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel. It further believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher. (69, 80)

E-18. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.
b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.
c. The community is kept informed and its cooperation sought.
d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69, 79)

E-19. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials which relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights—the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate "not-for-profit" clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E-20. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives
b. The identification of areas where behavioral objectives are useful but not harmful
c. The acceptance of alternative statements of objectives
d. Recognition that evidence of learning is not always available upon request or demand
e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 76)

E-21. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E-22. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E-23. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 80)

E-24. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 81)

E-25. Employment in Overseas Dependents Schools

The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 77)

E-26. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E-27. Substitute Teachers

The National Education Association recognizes the important role of

the substitute teacher. It encourages both the United Teaching Profession and the public to recognize the singular and specific function that the substitute teacher performs in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators, and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 81)

E-28. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E-29. Underutilization of Teachers

The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75)

E-30 Reduction in Force

The National Education Association believes that one of its basic resposibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators shall be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off teachers.

The Association condems the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 81)

E-31. Right to Privacy

The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses
b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings
c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials
d. The right to notification and enforcement of these rights by educational institutions. (75, 81)

E-32. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

E-33. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of teacher retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal and state statutes. (76, 81)

E-34. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E-35. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E-36. Noninstructional Support Staff

The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff share the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

E-37. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of educators.

The Association urges its local affiliates to develop, in cooperation with the local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that (a) the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure, and (b) the educator should be guaranteed the right to select his or her own physician. (77, 80)

E-38. Medication in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such services
b. A physician's written verification of the student's need for medication or services be required
c. Written permission of the parent or guardian be required
d. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 80)

E-39. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

E-40. Wage Controls

The National Education Association deplores the rampant inflation that is eroding the living standards of Americans. Public employees in general, and teachers in particular have been especially victimized by inflation.

The Association is opposed to: the imposition of any wage controls which freeze public employees in an inferior economic position; the elimination of programs that guarantee social and economic justice for the American people; and any anti-inflation program that increases unemployment. (79, 81)

E-41. Stress on Teachers and Other School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy. (79)

E-42. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of teachers. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the workload and at least an equitable share of all employee fringe benefits. Further, the Association believes that both job sharers should be covered by collective bargaining in districts where teachers are covered by collective bargaining. (81)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions

The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 80)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. It also believes that local government units should be prevented from restricting the right of teachers to run for any elective office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to serve on jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. (69, 81)

G-2. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G-3. The Right to Vote

The National Education Association recognizes the right to vote as a constitutional right which should be guaranteed to all people. The Association therefore urges support for the extension of the Voting Rights Act of 1965. (81)

G-4. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers designated by the local education association; parents; and representatives of community organizations, business, clergy, and media, which reflect the ethnic make-up of the community in developing, implementing, and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic-American teachers and administrators because of desegregation and bilingual programs. (69, 81)

H-2. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs
b. Appropriate classroom and other student-related activities
c. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies
d. The reduction of the ratio of students to certificated staff; this reduction should be to the level teachers determine to be essential to improved learning
e. The further development of continuing education programs to educate school and community personnel
f. The training of police in behavioral sciences, sociology, and human relations. (72, 80)

H-3. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69,75)

H-4. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H-5. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, including equal pay for comparable worth, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex, and supports the EEOC guidelines which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language by the united teaching organization.

The Association supports the right of reproductive freedom for all women. The Association urges all branches of government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (69, 81)

H-6. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some individuals, adult or juvenile, from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 80)

H-7. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-8. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills; and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, may be basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear war and free resources for important domestic problems. (73, 81)

H-9. Federal Support for Public Welfare

The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H-10. Testing

The National Education Association recognizes that testing of students, preschool through job entry, may be appropriate for such purposes as—

a. Identifying learning needs
b. Recommending instructional activities
c. Describing student progress.

The Association opposes the use of tests that deny students full access to equal educational opportunities or that are used to evaluate teachers.

The Association believes that standardized tests should not be administered when they are—

a. Potentially damaging to a student's self-concept
b. Biased
c. Used as the only criterion for student placement
d. Invalid, unreliable, or out-of date
e. Used as a basis for the allocation of federal, state, or local funds
f. Used by testing companies or publishers to promote their own financial interests at the expense of sound educational uses
g. Used to compare individual schools
h. Used in an exploitive manner by the media
i. Used as the sole criterion for graduation or promotion
j. Inappropriate for the use intended
k. Used as a criterion for the development of a state system of classification of schools and/or school systems. (78, 80)

H-11. Criterion-Referenced Tests

The National Education Association believes that criterion-referenced tests are a viable alternative to standardized norm-referenced tests. Such tests should be designed to describe student performance based on carefully developed curriculum. It is inappropriate to administer criterion-referenced tests that do not specifically measure instructional content.

Staff, time, instructional materials, and other resources should be provided to assist students who experience difficulty achieving the desired criteria reflected by tests. (80)

H-12. Truth in Testing

The National Education Association believes that intelligence, aptitude, and achievement tests have historically been used to differentiate rather than to measure performance and have, therefore, prevented equal educational opportunities for all students, particularly minorities, lower socioeconomic groups, and women. Contemporary research on the structure of the intellect identifies multiple and varied mental operations and advances the significant premise that these operations can be taught, that intelligence is dynamic rather than fixed.

The Association further believes that the truth-in-testing movement is an important step for bringing about long-needed test reform. Therefore, it urges all state affiliates to strive for passage of truth-in-testing legislation that includes a provision for each individual test taker to receive a copy of all test questions, scores, and rationale for correct answers. (80)

H-13. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

H-14. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby. (70, 75)

H-15. Voting Requirements

The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 74)

H-16. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H-17. Abuse of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical and mental abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges it affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 80)

H-18. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights, and urges the U.S. government to withhold any and all forms of military aid to governments that violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H-19. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination," thereby making a direct threat against the state of Israel. The Association further condemns all subsequent actions that have the effect of excluding Israel from full participation in the UN.

The Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the right of nations to coexist within safe and secure borders. It applauds the successful and continuing efforts of Egypt and Israel in accomplishing this vital goal in setting the example for peace in the Mideast. (76, 81)

H-20. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges the Department of Defense Schools to take positive steps to recruit minority educators effectively. (79, 81)

H-21. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H-22. Extremist Groups

The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious and other individual differences, the rights of others, and the importance of these to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80)

H-23. Protection from Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. Further, when such assault occurs, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. Further, the Association recognizes and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81)

H-24. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs for these veterans to meet their needs now and in the future. (81)

H-25. The Holocaust

The National Education Association believes that a way to prevent events which have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Universal Teacher Rights

The National Education Association supports the efforts of all Associations of Educators in the world to secure basic rights for their members.

The Association condemns all governments for their roles in any acts of injustice against their teachers and organizations and, thus, the children of those countries.

The Association stands ready to help all Associations of Educators to obtain their basic rights as listed in the NEA Resolutions. (81)

I-2. Education in El Salvador

The National Education Association supports the efforts of the National Association of Salvadorean Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (81)

I-3. Education in Guatemala

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (81)

I-4. Strong Professional Associations

The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-5. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 79)

I-6. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decision-making levels of the united teaching organization there should be minority participation at least proportionate to the identified ethnic minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the Representative Assembly. (72, 79)

I-7. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for Presidential appointments in the field of education be based on significant accomplishments in the educational community.

The Association requests that Presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors. (70, 80)

I-8. Retired Teacher Participation

The National Education Association believes that the united teaching organization should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76)

I-9. Supporting Locals in Jeopardy

The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. The Association urges its affiliates to initiate and support programs which will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 81)

I-10. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession, and urges its state affiliates to promote this concept. (80, 81)

REP ASSEMBLY SETS NEW DIRECTIONS FOR NEA

MINNEAPOLIS—Through hours of parliamentary debate, some 7,100 delegates to the 1981 Representative Assembly set NEA policy for the calendar year that begins September 1. Key action items direct the Association to—

- Oppose any requirement that "creationism" or so-called "creation science" be taught equally with evolution theories, and monitor bills requiring such teaching as they are introduced in state legislatures.
- Urge NEA members not to accept employment in three districts where collective bargaining disputes have forced teachers to resign or be replaced—Jordan, Utah; Mariemont, Ohio; and Ravenna, Ohio.
- Give highest priority to fighting the establishment of tuition tax credits.
- Encourage NEA members and affiliates to support the sale of American-made goods and products.
- Raise the suggested contribution to NEA's political action arm (NEA-PAC) to at least $10 per member per year.
- Urge all radio and television networks to delay projection of national election results until all polls are closed.
- Monitor and, where possible, take legal action to combat distortions and misrepresentations in the political campaigns already being waged against key congressional friends of education.
- Support state associations in their fights against educationally damaging tax initiatives.
- Condemn the government of El Salvador for its role in the assassinations and other acts of violence and injustice against members of the National Association of Salvadorean Educators (ANDES).
- Gather information about human rights violations and the status of teachers in Guatemala, and report it to the Board of Directors for appropriate action.
- Reinforce the Association's commitment to the concept of teacher centers and actively support those members who are involved in them.
- Urge the dismissal of U.S. Interior Secretary James Watt, charging him with "destructive" policies on conservation.
- Begin a continuing "technology awareness campaign" to inform leaders, members, staff, and the general public about the complex issues of instructional technology. ☐

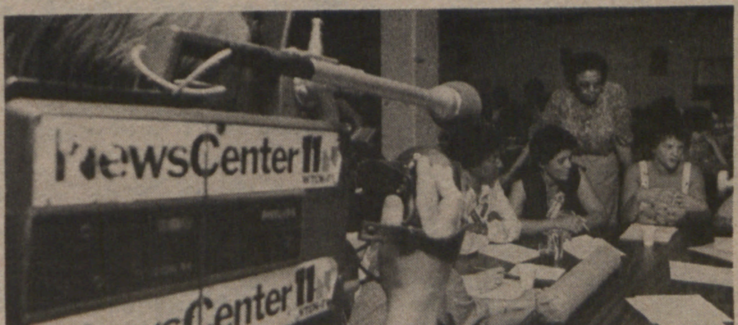
Workshops explore instructional issues

MINNEAPOLIS—Kicking off this summer's NEA annual meeting was a day-long instructional issues conference where the focus was on tying teachers' professional concerns to organizational know-how.

The conference, titled "Teaching in the 80's" and mandated by last year's Representative Assembly, opened with a general session at which NEA Assistant Executive Director Don Cameron, NEA Instruction and Professional Development Director Sharon Robinson, and 1980 Teacher of the Year Beverly Bimes set the tone.

Bimes, a high school English teacher in St. Louis, Mo., outlined the "ABC's of professionalism": Accept the responsibility of becoming the real authority on education issues; Believe in ourselves as the heroes of our profession; and Control our destiny by creating our own themes and communicating them aggressively to counter the negative teacher image put forth by the media.

After giving Bimes a standing ovation, the delegates broke into a dozen groups for teacher-helping-teacher workshops on such topics as mainstreaming, the parent-teacher conference, teacher centers, computer networks, human relations education, and reading in the content areas. ☐



Instructional issues workshop drew media attention as convention delegates played the role of secondary students in a lively discussion of the Ku Klux Klan, using new curriculum materials.

New curriculum guide helps teachers counter KKK appeal to students

MINNEAPOLIS—Most heavily attended of the workshops at the July 2 instructional issues conference here was a session at which NEA released a new kit of lesson plans that secondary teachers can use to guide class discussions of racial bigotry and the resurgence of the Ku Klux Klan, neo-Nazis, and other extremist hate groups.

The curriculum guide was developed by NEA, the Connecticut Education Association, and the Council on Interracial Books for Children (CIBC).

NEA-IPD will make the lesson plans available through special training workshops upon request from state affiliates.

Copies of the 72-page guide, titled "Violence, the Ku Klux Klan, and the Struggle for Equality," may be ordered for $4.95 each from CIBC, 1841 Broadway, New York, NY 10023. ☐

SPOTLIGHT ON SCHOOL SUPPORT STAFF

Something new!

This month the "NEA Reporter" launches a special new section devoted to news and features of particular interest to you, the newest members of the Association family.

On these two pages of each issue you'll find reports on organized school support personnel all over the nation—what they're doing, what kind of contracts they're bargaining, how they're working with NEA teachers on mutual concerns.

Please share your success stories, photos, and comments with us. Send them to "NEA Reporter" Support Staff Edition, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

P.S. If you are not an Educational Support member and have received this special edition due to an error in our membership records, please notify us and include your mailing label so we can send you the regular "Reporter" in the future.

NEA plans 2nd ESP conference

WASHINGTON, D.C.—The National Education Association held its first-ever national conference for educational support personnel last December. It attracted nonteaching school workers from 30 states, who came to NEA headquarters here to discuss their concerns face to face with Association leaders and staff.

A second such conference is planned for this fall—October 23 and 24, again at NEA Center. Conferees will survey the progress that has been made and outline needed changes as NEA deepens its commitment to organizing and servicing educational support members.

Each NEA state affiliate currently organizing support personnel will receive funding to send one support member and one state association staffer to the national conference. For more information, contact your state association or Al Erickson in NEA Affiliate Services at 202/833-4436. ☐

Ed support caucus wins visibility at NEA convention

MINNEAPOLIS—To see them lobbying on the floor and debating at the microphones in their "ESP" caps and T-shirts and buttons, no one would have guessed that this was the first NEA Representative Assembly for most of the delegates in the Educational Support Personnel caucus.

The caucus—one of 15 active this summer during the annual meeting of NEA's highest policy-making body—drew some 25 participants. Special-interest caucuses give like-minded delegates from all states a chance to work together to get particular policies passed or defeated on the Assembly floor.

The ESP caucus put most of its effort into successfully defeating a proposed amendment to the NEA constitution that would have eliminated support staff from active membership. In secret balloting, the proposed new amendment—which would have reversed the 1980 constitutional amendment granting support staff full NEA membership rights and privileges—was defeated by an overwhelming 80 percent of the vote.

The other major ESP caucus effort was on behalf of a proposed constitutional amendment to provide a guaranteed seat on the NEA Board of Directors for an educational support representative. It won 62 percent approval from the delegates, but needed 66⅔ percent to be adopted.

"We will definitely try again in the future on that one," says newly elected caucus chair Charles Thomas. A school maintenance worker in McDowell County, W. Va., Thomas is the second person to head the caucus, succeeding Rose Marie Lopez, a school secretary from Plainview, N.Y. ☐

210
E.S.P. CAUCUS
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ESP Buttons 1.00
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APART AIN'T SMART
TOGETHER IS BETTER

Door to the educational support caucus meeting room conveys the partnership message.

'I see a tremendous difference' with NEA, Charles Thomas says

"We have always been the doormat of the education system," says Charles Thomas. "Now we're realizing that though we are support workers, we are just as professional in our jobs as teachers are in theirs."

WELCH, W. VA.—The new chair of NEA's Educational Support Personnel caucus, Charles Thomas, is a man used to fixing things. He repairs bent fenders and dented school bus bodies for the McDowell County Board of Education here.

So when Thomas, formerly leader of an independent West Virginia school service organization, felt his people were being left in the dark about how their dues money was being spent, he decided to fix the situation. He and his supporters went to the union's semiannual meeting to ask a few questions.

"Each time one of us from McDowell County asked a question, we were heckled," Thomas said. "It was so rigged, and they treated us so discourteously, we finally voted to withdraw. For a year, our McDowell County support staff were without a parent organization."

In 1980, Thomas brought his members into the West Virginia Education Association. Things haven't been the same since.

"In the other group, the executive secretary's main interest was collecting our dues and doing as little as possible for us," he said. "With WVEA/NEA, however, I've seen a tremendous difference."

One area in which the Association has already been active is saving members' jobs. "We've had large budgetary cuts," he explained, "but our UniServ representative and legal consultants from WVEA and NEA are helping us save as many jobs as possible. Our people are grateful."

The local school administration doesn't know how many teacher aides it will ultimately have to let go in the wake of the Reagan Administration's budget cuts, but it has already rehired some who were RIF'd last spring, Thomas reports.

School lunch workers with tenure didn't lose their jobs, but instead were reassigned to other schools. (Cafeteria workers here get tenure after three years of service.)

Thomas is enthusiastically preparing for this fall's major organizing effort among West Virginia educational support personnel, hoping to triple current membership. Two full-time staff, provided by NEA and WVEA, will be working in the state exclusively on ESP organizing and servicing in the year ahead. ☐

'Life without support people'

"Just imagine a year at school without the services of our support staff: aides, bus drivers, cooks, custodians, maintenance workers, and secretaries.

- Who would transport students to the classroom?
- Who would do all the typing, mailing, telephone service, sorting, and distributing?
- Who would prepare lunch?
- Who would replace the lightbulbs, fix the heater, repair the chairs, or fix the roof?

Too often we take these services for granted, and too often we take the people who provide them for granted."

—Leland Hall, president of the Oregon Education Association, in Oregon Education*, February 1981.*

Alabama, Michigan support staff members vote 'yes' on national affiliation

Alabama: 8,500 ESPO members join NEA

MONTGOMERY—By overwhelming vote of their delegate assembly last May 2, Alabama's educational support workers chose to affiliate with NEA.

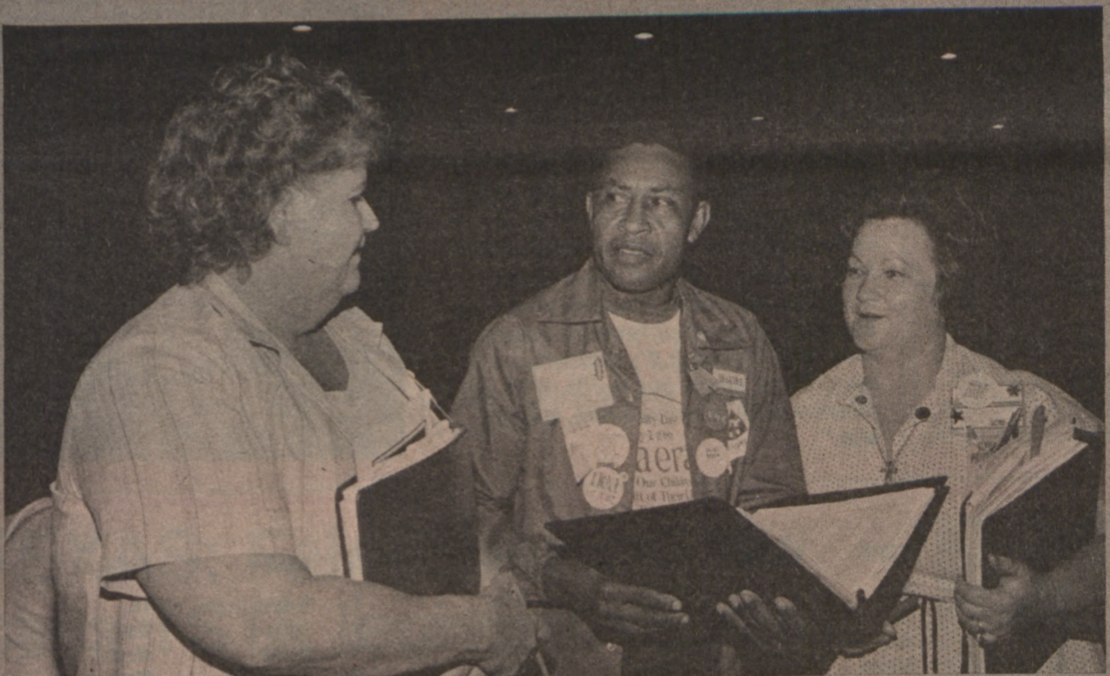
Support staff pay half the NEA dues of teacher members but get full membership rights and privileges.

Alabama's support group —AEA-ESPO (Alabama Education Association-Educational Support Personnel Organization)—includes all categories of school workers from bus drivers to secretaries to lunchroom employees. Its membership has grown from 100 in 1974 to 8,500 today.

AEA-ESPO has already proved its effectiveness in the legislative arena. Thanks to its strong lobbying efforts, support workers recently got their largest pay raise ever—a whopping 16 percent in one year—as well as state-mandated sick leave for the first time.

AEA-ESPO President Peggy McDanal, a senior accountant for the Birmingham board of education, explained how she got involved in the organization: "Various unions were organizing at the time, but I thought we support people needed more of a professional union."

More recently, that belief led McDanal to become a strong supporter of the move toward unification with NEA. □



Three AEA-ESPO members were delegates to the 1981 NEA Representative Assembly in Minneapolis: (from left) President Peggy McDanal; Elijah Walton, Jr., a school transportation worker in Montgomery; and Becky Howell, a bus driver from Jasper.

Michigan: NEA services seen as key in decision

TROY—On May 16 the Michigan Education Association's support staff affiliate, the Michigan Educational Support Personnel Association (MESPA), took a giant step toward greater strength.

At their third annual delegate assembly here, MESPA delegates voted 244 to 58 to affiliate their organization with NEA.

Prior to the vote, the MESPA board of directors had unanimously recommended affiliation for a number of reasons, said outgoing MESPA President Cindy Fenton, a secretary at Lansing Community College. The attractions of joining the national Association included more negotiations clout, NEA liability insurance for all 10,000 MESPA members, access to NEA research and computerized information systems, and MESPA staff training in bargaining and labor law.

"NEA is also fighting for the school lunch program, Title I funds, special education and vocational programs," Fenton added. "Without these programs and appropriate funding, many of our jobs will be eliminated." □

Cafeteria workers triumph in dispute over retirement

DIXFIELD, MAINE—Backed by the Maine Teachers Association (MTA/NEA), eight cafeteria workers here recently won their long struggle to get retirement credit for their years of service.

The issue first arose in 1975, when Maine School Administrative District 21 awarded its janitors and bus drivers (all male) participation in the state retirement system. Cafeteria workers (all female) asked to be included too but were refused.

With help from a sympathetic teacher, they decided to organize themselves and began bargaining collectively in early 1978. Although they were unable to get the retirement benefit in their first contract, in their second (1979-80) pact the school board finally agreed to include them in the retirement plan—and to pay for their prior service back to the date they were each hired. All future contributions to the retirement plan would be shared by employer and employee.

But in June 1979 the board changed its mind—and attempted to reinterpret the contract—when it discovered the cost of the back payments clause. The board informed the cafeteria workers that it would pay their prior-service costs only up to 1975—the year the school district had joined the state retirement system.

The workers turned to MTA for help. First they affiliated with the Association, then promptly filed a grievance charging the board with violating their master contract. An arbitrator upheld their position and ordered the board to fund all back payments into the retirement system for the period in question (1975-79).

The board appealed, but a superior court judge has now upheld the arbitrator's award.

Cafeteria workers president and chief negotiator Louise Nash says the dispute has convinced her members of the value of collective bargaining—and of the absolute necessity of contract *enforcement.* □

Court rulings boost female coaches' struggle for equity

WASHINGTON, D.C.—Two recent court decisions in lawsuits involving sex discrimination in employment should help female coaches in their continuing battle for equal treatment.

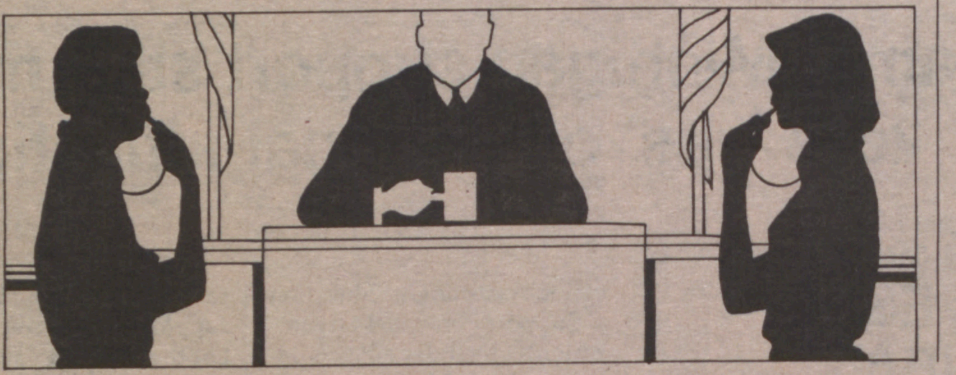
A federal district court in West Virginia found last spring that coaching a girls' team requires the same skill, effort, and expertise as coaching a boys' team, and concluded that the Marshall County school board had violated the U.S. Constitution, Title VII of the 1964 Civil Rights Act, and the 1963 Equal Pay Act by not compensating girls' coaches.

The suit was filed by junior high school basketball coach Linda Burkey and financed by the NEA DuShane Fund. The court found that illegal discrimination continued even after the school district started paying girls' coaches, since they still earned only half as much as boys' coaches. Burkey was awarded back pay.

Meanwhile, a Supreme Court decision handed down in June—*County of Washington, Oregon v. Gunther*—may usher in a whole new era for those fighting pay discrimination. In the past, most successful suits in this area were based on the notion of equal pay for equal work in identical jobs. But this 5-4 decision makes clear that Title VII of the Civil Rights Act of 1964 may in appropriate circumstances provide protection against sex discrimination in wages beyond that afforded by the Equal Pay Act.

The suit was filed by female prison guards who claimed that because of their sex, the county paid them less than male prison guards, whose jobs were similar but not identical. NEA joined a friend-of-the-court brief supporting the plaintiffs.

"In the field of education, this decision has significant implications for Title VII claims involving alleged discrimination in the pay rates of male and female coaches," says NEA Deputy Counsel David Rubin. "Under *Gunther*, a female coach will not be required to present the proof necessary to make out an Equal Pay Act claim. Rather, at least where a claim of disparate treatment is involved, intentional discrimination can be proved even if the jobs—a male baseball coach and a female softball coach, for example—are not substantially equal." ☐



Dismissal overturned

N.C. superior court affirms probationary teacher's rights

BREVARD, N.C.—Jolene Prewit-Parker, a nontenured high school English teacher here who was given no reason for her nonrenewal in the spring of 1979, has won her case in court.

With the backing of the North Carolina Association of Educators (NCAE) and NEA, Prewit-Parker had sued the school board—contending her unexplained dismissal at the end of her second year of teaching was arbitrary and capricious. Now a Transylvania County superior court judge has agreed, ordered her reinstated, and awarded her two years' back pay.

The ruling sets an important precedent for all probationary teachers in the state. "This is a landmark decision that shows good teachers can't be dismissed at the whim of some school board," said NCAE President John Wilson. "It should establish the fact that school boards do not have the right to act in an arbitrary and capricious manner when they are dealing with the lives and careers of fellow human beings."

Prewit-Parker holds a master's degree in English; her teaching ability had never been in question. She says she eventually intends to return to the classroom because teaching is her first love. But in the meantime she is caught up in finding a publisher for her recently completed historical romance.

She has only praise for the role of NCAE and NEA in her successful suit. "Without their support, I never would have had the guts to continue my fight," she admits. ☐

Jolene Prewit-Parker's first-person account of her dismissal, featured in the* NEA Reporter *last fall, drew an outpouring of supportive letters from NEA members around the country. What advice would she now give a nontenured teacher facing a similar ordeal? "Although it's difficult, we must stand up for our rights. With confidence, with perseverance, we can win."

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter*. One such vote was taken at the July 3, 1981, Board meeting.

Subject of roll-call vote:
To approve for transmittal to the 1981 Representative Assembly the proposed NEA program budget for 1981-82. (129 YES, 0 NO, 0 ABSTAIN, 2 NOT VOTING, 0 ABSENT)

Key:
'Y'—voted in favor
'NV'—vote not recorded on the issue
'**'—submitted statement on vote

NAME	STATE	VOTE
Dotson	Ala.	Y
Jones	Ala.	Y
Potter	Alaska	Y
Beachem	Ariz.	Y
Guy	Ariz.	Y
Johnson	Ark.	Y
Curfman	Calif.	Y
Estrellas	Calif.	Y
Foglia	Calif.	Y
Hodgkins	Calif.	Y
Kuiper	Calif.	Y
Logue	Calif.	Y
Shaw	Calif.	Y
Tinson	Calif.	Y
Vick	Calif.	Y
Bradshaw	Colo.	Y
Lansford	Colo.	Y
McLean-Waller	Conn.	Y
Rossomando	Conn.	Y
Testerman	Del.	Y
Coluzzi	D.C.	Y
Scott	Fla.	Y
Wilson	Fla.	Y
Scott	Ga.	Y
Wright	Ga.	Y
Elento	Hawaii	Y
Hovey	Idaho	Y
Betterman	Ill.	Y
Mack	Ill.	Y
Mishler	Ill.	Y
Hanna	Ind.	Y
Miller	Ind.	Y
Moudy	Ind.	Y
Halliburton	Iowa	Y
Mitchell	Iowa	Y
Peterson	Kans.	Y
Steele	Kans.	Y
Harvey	Ky.	Y
Nall	Ky.	Y
Coleman	La.	Y
Scott	La.	Y
Sullivan	Maine	Y
Jones	Md.	Y
Kuker-Kihl	Md.	Y
Gilmore	Mass.	Y
Johnson-Taylor	Mass.	Y
Lopes	Mass.	Y
Schutt	Mass.	Y
Christian	Mich.	Y
Davenport	Mich.	Y
Duckworth	Mich.	Y
Smith	Mich.	Y
Zook	Mich.	Y
Bauermeister	Minn.	Y
Holman	Minn.	Y
Newton	Minn.	NV
Bradley	Miss.	Y
Keeling	Mo.	Y
Johnson	Mont.	Y
Kaldahl	Nebr.	Y
Conrad	Nev.	Y
Jenis	N.H.	Y
Blackburn	N.J.	Y
Gibson	N.J.	Y
Goldman	N.J.	Y
Graham	N.J.	Y
Parish	N.J.	Y
Smith	N. Mex.	Y
Cleveland	N.Y.	Y
**Washington	N.Y.	NV
Cummings	N.C.	Y
Rader	N.C.	Y
Wilson	N.C.	Y
Gallagher	N. Dak.	Y
Abel	Ohio	Y
Dorsey	Ohio	Y
Potts	Ohio	Y
Savage	Ohio	Y
Willcox	Ohio	Y
Dyer	Okla.	Y
Fulton	Okla.	Y
Lawrence	Ore.	Y
Wiper	Ore.	Y
Mosher	OV	Y
Farr	Pa.	Y
Huntley	Pa.	Y
Mechlowitz	Pa.	Y
Mitchell	Pa.	Y
Wyland	Pa.	Y
del Valle	P.R.	Y
Mello	R.I.	Y
Cooper	S.C.	Y
Horgen	S. Dak.	Y
Akers	Tenn.	Y
Martin	Tenn.	Y
Pike	Tenn.	Y
Brock	Texas	Y
Foster	Texas	Y
Harrell	Texas	Y
Hilger	Texas	Y
Hunt	Texas	Y
Stacey	Texas	Y
Peterson	Utah	Y
Scott	Vt.	Y
Coffey	Va.	Y
Gant	Va.	Y
Nelson	Va.	Y
Amos	Wash.	Y
Horne	Wash.	Y
Wahlquist	Wash.	Y
Keeney	W. Va.	Y
Lewandowski	Wisc.	Y
Schleife	Wisc.	Y
Stephenson	Wisc.	Y
Anderson	Wyo.	Y
Benson	At Large	Y
Masters	At Large	Y
Sproul	At Large	Y
Treibley	At Large	Y
Bernat	SNEA	Y
Cadow	SNEA	Y
Duncan	SNEA	Y
Bowser	Ex. Com.	Y
Burse	Ex. Com.	Y
Fujimori	Ex. Com.	Y
Obermeyer	Ex. Com.	Y
Owens	Ex. Com.	Y
Woodard	Ex. Com.	Y
Futrell	Ex. Com.	Y
Freitag	Ex. Com.	Y
McGuire	Ex. Com.	Y

**Reginald Washington (N.Y.) submitted the following statement regarding his position on the issue: "I was unable to attend the meeting in time for the budget vote due to circumstances involving my hotel arrangements. I would like it recorded that I would have voted in support of the budget."

NEA AFFILIATES IN ACTION

OHIO: OEA airs textbook deficiencies to show need for more state $$$

COLUMBUS—If students in Ohio were to believe what they read in their schoolbooks, they'd think that gasoline costs 33 cents a gallon, that the United States has yet to land a man on the moon, and that interest rates are hovering around 5½ percent.

The age and inadequacy of public school textbooks in use across the state were brought to light recently by teachers who responded to an Ohio Education Association (OEA/NEA) textbook survey. The Association used its findings to show the legislature and Ohio citizens an easy-to-understand consequence of inadequate school financing.

"It is embarrassing that a state with Ohio's ability to pay for quality education would allow school funding to deteriorate to the point where basic school textbooks are not even available to some of our students," says OEA President Nancy Luddeke. "And those that are available are sometimes so out of date that they are almost useless to the teacher and student."

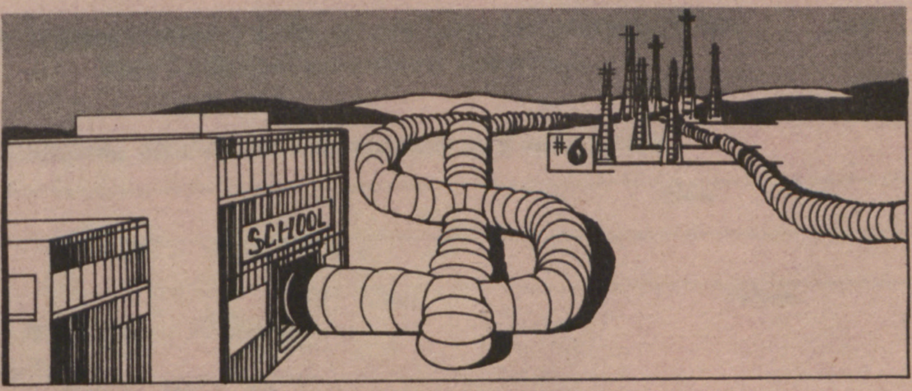
The survey turned up plenty of examples of outdated materials. A family life book used by high school students pictures teens in bobby socks, crew cuts, and poodle skirts. A bookkeeping text for grades 9-12 describes net incomes in the $7,000 to $9,000 range as "lucrative." A 1964 business education book still in use says a "reasonably expensive" home will sell for $12,000.

The survey also revealed that many Ohio teachers have few or no books for their students to use. One teacher wrote, "No texts (have been) purchased for my classes since 1968. We have paperbacks which are long worn out. Teacher replaces when possible on limited basis from his pocket. Once in a while students purchase replacement copies."

The OEA survey results have drawn press attention throughout the state. An editorial in the Columbus *Dispatch* is typical of the media response: ". . . Shortages in school funding must be addressed. The legislature must do more than just talk about money problems. The public too must realize the schools need help. Or the education of children will be as inadequate as the books."

With money still tight, how are Ohio teachers coping with the textbook nightmare? Many are using creative solutions to help make the situation tolerable. One teacher, for example, reports using her own money to buy books at garage and library sales; another coordinates a gigantic fund-raising project each fall to raise money for supplies. Many try to get sample copies from textbook manufacturers.

The survival technique mentioned most often, however, is preparing worksheets and handouts for students. But one frustrated teacher was a little disenchanted even with that approach. "I spend hours at home making dittos and worksheets," she wrote, "and have even put together my own health booklets for my students. I am then hassled because I use too much ditto paper. In the long run, I'm sure the textbooks would cost much less than the paper I must use." ☐



NORTH DAKOTA: School dollars flowing, thanks to new oil tax

BISMARCK—North Dakota is one of a handful of states having no difficulty funding public education and other services this fall—thanks to a state tax initiative approved by the voters last November.

"Measure 6" imposes a 6½ percent severance tax on oil produced here, with over half the resulting revenue earmarked for education. The state legislature recently approved a $423.6 million biennial education budget—a huge increase over the last biennium's appropriation.

Teacher salaries here, ranked 45th in the nation, have gotten a boost as a result of Measure 6. North Dakota Education Association (NDEA/NEA) President Jerry Fornes says negotiated salary hikes in new contracts have averaged nearly 20 percent. "Since 50 percent of current education dollars have been spent on instructional staff," he notes, "it's logical that half of the new money should go into salaries."

Only 18 months ago, North Dakota was in the same dire financial straits as other states: teaching positions were being cut and many districts were having difficulty raising mill levies. In March 1980, NDEA and NEA surveyed the state to pinpoint strategies that could be used to increase education funding.

The survey results showed that raising taxes on the energy industry was a popular suggestion. (Although North Dakota is one of the top 15 oil-producing states, it has ranked near the bottom in tax revenue generated from the oil industry.)

NDEA organized a coalition with farm and labor groups to gather signatures for the oil tax initiative, then campaigned to win voter approval. In an impressive victory over the powerful oil lobby, Measure 6 passed by a healthy 57 percent margin.

Under the state's new education budget, the amount earmarked for basic pupil aid will jump 47 percent in the first year and 64 percent in the second. North Dakota will now provide—for the first time—full funding for public kindergarten. ☐

TEXAS: Fair dismissal law caps TSTA legislative gains

AUSTIN—The Texas State Teachers Association (TSTA/NEA) recently completed one of its most successful legislative drives in years. Heading a long list of accomplishments, according to TSTA President Dora Scott, is passage of a due process/fair dismissal law—something TSTA has been seeking for 12 years.

The new law mandates annual written evaluations for teachers and stipulates that they must receive copies of their job appraisals. Any school district wishing to nonrenew a teacher employed on a term contract must now give reasons for the decision—based on the evaluation. Teachers must be notified by April 1, and they are guaranteed the right to appeal.

Prior to the law's enactment, boards could simply allow teaching contracts to expire without explanation. Ninety percent of the state's teaching staff are hired for one-year terms.

President Scott characterizes the bill as "one of the most significant pieces of education legislation in the last decade." It's also the first job protection legislation ever passed in Texas, she adds.

The fair dismissal bill received overwhelming support in both houses of the legislature as the result of massive lobbying by some 400 TSTA contact team members. The effort was helped, Scott notes, by the fact that 80 percent of the Association's endorsed candidates for the legislature won their races last November.

Also achieving passage in the recently concluded legislative session were TSTA-backed bills that will hike teacher pay by 26.6 percent over the next two years, raise certification standards for persons entering the teaching profession, improve the teacher retirement system, offer legal protection to student teachers, and expand bilingual programs in the elementary grades. ☐

From left, Phyllis Kittinger, chair of TSTA's Legislative Committee, Dora Scott, TSTA president, and John Donaldson, chief Association lobbyist, react as Texas House of Representatives approves 26.6 percent pay raise for teachers.

$100,000
Now, it's
$100,000

More life insurance protection to help you keep up with the times!

NIE Life Insurance . . . affordable protection for today's higher cost of living.

No one has to tell you about the ever-shrinking buying power of the American dollar. Inflation may be a problem of national proportions but it still affects each and every one of us in our daily lives.

To help protect your family against the consequences of soaring inflation, you need life insurance more than ever before . . . and you may need *more* insurance than before. That's why your Association has expanded the New Independent Educators (NIE) Life Insurance Plan to offer you up to $100,000* of financial security for your family. This increased coverage can give your family the extra buying power they'll need should they have to adjust to life without you.

After all, life insurance benefits mean money for food, clothing, mortgage payments, education and many other essentials of life for your survivors. Through your Association's NIE Plan, you may be able to purchase up to *$100,000 of additional coverage**, regardless of any other type of insurance you already have, even NEA plans. This is a decreasing group term life insurance plan, offering higher amounts of protection for those years when your family's needs may be the greatest. And, despite inflation, this program is one of the few things that has never gone up in price!

For your spouse and children—a very important option for very important people.

Now, you can take advantage of these same reasonable NIE group rates to provide this kind of protection for your eligible family members, too. That's important, because whether a professional or a home-maker, your spouse affects your family's financial security. If something should happen to either one of you, just think about the possible loss of income, basic living expenses, the cost of child care and running a household—to name but a few of the financial consequences which could severely affect your family's current and future life-style. With today's inflation and tomorrow's prices, you'll realize that your spouse may need life insurance protection just as much as you do.

*Amounts vary by age and the schedule you select.

You should also think about life insurance protection for your children. With NIE, you can provide coverage for your dependent children which allows conversion to an individual policy at age 21 *without a medical examination!*

Choose protection to meet tomorrow's needs.

How much life insurance you need may depend on how much protection you have now, when it was purchased, and your present life-style. Times are constantly changing, and you must remember that inflation affects more than the cost of food and clothing; it impacts the relative value of your life insurance, too. For example, consider a $10,000 life insurance policy purchased in 1970. Today, its actual worth is only about half the original amount of protection (i.e., $5,000) when you consider what those dollars can buy today. In 1990, this same policy could be worth considerably less assuming inflation continues at its current upward trend.

If you haven't reviewed your life insurance coverage recently, now is a good time to think about purchasing or upgrading coverage with your Association's expanded NIE Life Insurance Plan . . . just to keep up with the times.

For you . . .
As an example, if you are under age 30, this plan can provide $10,000 of protection for $12 a year, $50,000 for $52 a year, and $100,000 for $102 a year.

For your family . . .
If you select coverage under Schedule 3 or above (see chart), you can take advantage of the optional spouse and dependent child(ren)'s coverage. Spouse coverage is equal to 50% of the member's amount of insurance according to the schedule selected. Dependent child(ren) are covered for the amount shown for each schedule. Regardless of how many children you insure, your contribution remains the same.

Who is eligible?

Protection under the NIE Life Insurance Plan is available to all active, educational support, life, student or staff NEA members in good standing. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S or Independent Educators are also eligible to apply for this additional coverage. Coverage continues as long as you remain eligible, make the required contribution within two months of the due date, and the overall plan remains in effect.

If you leave the field of education or retire, you may still be eligible to continue your NIE Life Insurance Plan as long as you remain a member of NEA.

Your eligible dependents are your spouse (except in the case of divorce or annulment) and unmarried children between 14 days and 21 years of age who are not members of the military service. Stepchildren, foster and legally adopted children who depend upon you for support, may be included. If both husband and wife are insured under this plan as members, they are ineligible for dependent spouse coverage and only one of them may cover children as eligible dependents.

Once you have dependents insurance for your children, each additional child automatically becomes insured 14 days after birth. No notification of birth is necessary. A dependent's coverage terminates when the dependent no longer meets eligibility requirements, the necessary contributions are not made when required, or the member's coverage terminates.

Important facts you should know about NIE.

No medical exam—The underwriter does not require a pre-enrollment physical examination, although you must be able to certify that the answers are "yes" to certain health statements on the enrollment form. If you cannot certify "yes" to the health statements, coverage may still be available and you should mark the appropriate box to receive a more detailed enrollment form. Your statements and answers on the enrollment form, if acceptable to the underwriter, are the basis for providing coverage under the program.

Continuance of insurance during total disability—at no cost—If, as an insured member, you become totally disabled before age 60 and remain so disabled for at least six months, your member coverage will remain in effect in accordance with the schedule under which you are insured, for the entire period of total disability at no cost to you. Proof of disability must be furnished as required. Should you die during the first 12 months of such disability, your insurance will be paid even if you have not furnished proof of disability or if contributions were not continued.

To be considered totally disabled, you must be unable to perform any and every duty pertaining to your occupation and not engaged in any gainful work. However, after the 30th

Plan Schedules

For New Independent Educators Insurance Plan

	Schedule 1		Schedule 2		Schedule 3		Schedule 4		Schedule 5	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$10,000	$ 6.00 m	$20,000	$11.00 m	$30,000 *15,000* 3,000	$ 16.00 m *8.00 s* 4.50 d	$40,000 *20,000* 4,000	$ 21.00 m *10.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 26.00 m *13.00 s* 7.50 d
30 — 39	$10,000	$ 7.00 m	$20,000	$13.00 m	$30,000 *15,000* 3,000	$ 19.00 m *9.50 s* 4.50 d	$40,000 *20,000* 4,000	$ 25.00 m *12.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 31.00 m *15.50 s* 7.50 d
40 — 49	$10,000	$15.00 m	$20,000	$29.00 m	$30,000 *15,000* 3,000	$ 43.00 m *21.50 s* 4.50 d	$40,000 *20,000* 4,000	$ 57.00 m *28.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 71.00 m *35.50 s* 7.50 d
50 — 59*	$ 6,000	$24.00 m	$12,000	$47.00 m	$18,000 *9,000* 3,000	$ 70.00 m *35.00 s* 4.50 d	$24,000 *12,000* 4,000	$ 93.00 m *46.50 s* 6.00 d	$30,000 *15,000* 5,000	$116.00 m *58.00 s* 7.50 d
60 — 69	$ 4,000	$36.00 m	$ 8,000	$71.00 m	$12,000 *6,000* 3,000	$106.00 m *53.00 s* 4.50 d	$16,000 *8,000* 4,000	$141.00 m *70.50 s* 6.00 d	$20,000 *10,000* 5,000	$176.00 m *88.00 s* 7.50 d
Over 70	$ 1,000	$32.00 m	$ 2,000	$63.00 m	$ 3,000 *1,500* 1,500	$ 94.00 m *47.00 s* 2.25 d	$ 4,000 *2,000* 2,000	$125.00 m *62.50 s* 3.00 d	$ 5,000 *2,500* 2,500	$156.00 m *78.00 s* 3.75 d

	Schedule 6		Schedule 7		Schedule 8		Schedule 9		Schedule 10	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$ 60,000 *30,000* 6,000	$ 31.00 m *15.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 36.00 m *18.00 s* 10.50 d	$ 80,000 *40,000* 8,000	$ 41.00 m *20.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$ 46.00 m *23.00 s* 13.50 d	$100,000 *50,000* 10,000	$ 51.00 m *25.50 s* 15.00 d
30 — 39	$ 60,000 *30,000* 6,000	$ 37.00 m *18.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 43.00 m *21.50 s* 10.50 d	$ 80,000 *40,000* 8,000	$ 49.00 m *24.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$ 55.00 m *27.50 s* 13.50 d	$100,000 *50,000* 10,000	$ 61.00 m *30.50 s* 15.00 d
40 — 49	$ 60,000 *30,000* 6,000	$ 85.00 m *42.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 99.00 m *49.50 s* 10.50 d	$ 80,000 *40,000* 8,000	$113.00 m *56.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$127.00 m *63.50 s* 13.50 d	$100,000 *50,000* 10,000	$141.00 m *70.50 s* 15.00 d
50 — 59	$ 36,000 *18,000* 6,000	$139.00 m *69.50 s* 9.00 d	$ 42,000 *21,000* 7,000	$162.00 m *81.00 s* 10.50 d	$ 48,000 *24,000* 8,000	$185.00 m *92.50 s* 12.00 d	$ 54,000 *27,000* 9,000	$208.00 m *104.00 s* 13.50 d	$ 60,000 *30,000* 10,000	$231.00 m *115.50 s* 15.00 d
60 — 69	$ 24,000 *12,000* 6,000	$211.00 m *105.50 s* 9.00 d	$ 28,000 *14,000* 7,000	$246.00 m *123.00 s* 10.50 d	$ 32,000 *16,000* 8,000	$281.00 m *140.50 s* 12.00 d	$ 36,000 *18,000* 9,000	$316.00 m *158.00 s* 13.50 d	$ 40,000 *20,000* 10,000	$351.00 m *175.50 s* 15.00 d
Over 70	$ 6,000 *3,000* 3,000	$187.00 m *93.50 s* 4.50 d	$ 7,000 *3,500* 3,500	$218.00 m *109.00 s* 5.25 d	$ 8,000 *4,000* 4,000	$249.00 m *124.50 s* 6.00 d	$ 9,000 *4,500* 4,500	$280.00 m *140.00 s* 6.75 d	$ 10,000 *5,000* 5,000	$311.00 m *155.50 s* 7.50 d

**Age of member at time of claim
†Based on age of member on each due date

Policy Form 31300 GEN AS5-704

month of such disability, you must be unable to engage in any occupation for which you are reasonably fitted by education, training or experience, and not engaged in any gainful work.

Conversion rights—Should you become ineligible under the plan, you are guaranteed the opportunity to convert within two calendar months to one of a number of Prudential individual policies, without furnishing evidence of good health. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy. Arrangements may also be made to convert each terminating dependent's insurance to individual policies under similar conditions.

Your beneficiary—You may choose any beneficiary to receive the proceeds from your life insurance, and you may change your beneficiary at any time. If a covered dependent dies, benefits will be paid to the insured member if living, otherwise to the dependent's estate.

The underwriter—Through the NEA Life Insurance Plans, unified members have enjoyed reliable term life insurance protection at reasonable cost since 1961. The NIE Plan is underwritten by The Prudential Insurance Company of America, known for quality service and financial responsibility for over a century. The NEA Insurance Plans are administered by the NEA Members Insurance Trust.

Effective date—NIE Insurance for yourself and your eligible dependents becomes effective on the first day of the month following: (1) receipt of your enrollment form with the initial semiannual contribution and (2) approval of your enrollment form by The Prudential Insurance Company of America.

When you're planning for tomorrow . . .

Consider today's steadily rising costs. Then compare the costs and benefits of your Association's New Independent Educators Life Insurance Plan with any other now available. We think you'll find the NIE to be the plan you need to keep up with the changing times.

To enroll, complete the enclosed enrollment form. Then just mail with your initial semiannual contribution as indicated in the Plan Schedule you select to:

NEA Life Insurance
P.O. Box 433
Fort Washington, Pennsylvania 19034

If you wish to enroll for additional coverage, check the appropriate box on the enrollment form, and mail in the enclosed envelope. You will be sent the appropriate enrollment form.

Upon acceptance, your insurance certificate will be forwarded by mail. If you are in any way dissatisfied with this certificate, you may return it up to 14 days after receipt to cancel coverage and receive a full refund of your initial semiannual contribution.

Underwritten by:

Prudential

The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES

NEA...Working for you

Calculating contributions . . . an example.

I am 43 years old and would like to buy $40,000 worth of NIE Life Insurance for myself. I would also like to insure my spouse and three children. How much would my semiannual contribution be?

At age 43, $40,000 of member coverage is Schedule 4.

Contribution for member is	$57.00
Contribution for spouse is	$28.50
Contribution for all children is	$ 6.00
Total semiannual contribution is ..	$91.50

Remember, all contributions are based on the attained age of the member to be insured.

KEY

m = **Insured member's information shown in bold**
s = *Insured member's spouse information shown in italic*
d = Insured member's dependent children information shown in regular

New Independent Educators Life Insurance Plan

With Optional Dependents Coverage

R-9-81

ENROLLMENT FORM

NATIONAL EDUCATION ASSOCIATION LIFE INSURANCE

1. NAME ______________________________
Last First Middle

2. RESIDENCE ______________________________
Number Street
____
City State Zip Code

3. SEX ☐ Male ☐ Female

4. DATE OF BIRTH ______________
Month Date Year

5. BENEFICIARY (Example: Mary A. Doe, Not Mrs. John Doe)
____
First Name Middle Initial Last Name Relationship

6. I am already insured under the NEA Insurance Plans
PLAN ______________________________
IDENTIFICATION NUMBER ______________________________
☐ I am not insured under the NEA Insurance Plans

7. Please enroll me (and my eligible dependents, if indicated) in the New Independent Educators Life Insurance Plan. Total coverage under the New Independent Educators Life Insurance Plan is limited to the amounts shown in Schedule 10. (Includes new and any current amounts you have). CHECK APPLICABLE BOXES.

☐ Check here if enrolling for NIE coverage *for the first time* and complete chart below:

(CHECK COVERAGE DESIRED):

		Semiannual Contribution
☐ Member Coverage	Schedule ___ Member's Age ___	$ __________ m
☐ with Spouse Coverage		$ __________ s
☐ with Dependent Child(ren) Coverage	Note: Dependents' coverage may be selected only under the schedule selected for member coverage	$ __________ d
	TOTAL CONTRIBUTION	$ __________

Please make check payable to NEA Insurance for this amount

☐ Check here if you want *additional NIE Coverage* with spouse and/or dependent child(ren) coverage, if desired. The appropriate application will be sent to you for completion. *Send no payment now.*

Example: Your current NIE member coverage is $40,000. You wish to add $30,000 coverage on yourself and have your spouse's coverage at $35,000 (one-half of the new $70,000 member coverage) and your dependent child(ren) coverage at $7,000.

I certify that I am currently an active, educational support, life, student or staff member in good standing of the National Education Association.

Name of State Association ______________________________
Name of Local Association ______________________________

HEALTH STATEMENTS

I certify by signing below that I can answer "yes" to the following statements.

☐ Check here if unable to answer "yes" to any of the statements below, and we will forward you a more detailed application.

1. I am now physically able to perform all the duties of my occupation, and I am working on a full-time basis (except student members). If applying for dependents' life insurance, I certify that they are presently not hospital or house confined.
2. During the last five years, I (or my dependents, if applying for dependents' life insurance) have never had or been treated by a doctor or other licensed practitioner for any known condition of the heart or other circulatory disorder, cancer, tumor or diabetes.
3. During the last five months, I (or my dependents, if applying for dependents' life insurance) have not been confined in a hospital or other institution due to illness for more than five days.

   IF APPLYING FOR COVERAGE UNDER SCHEDULES SIX THROUGH TEN,
   I FURTHER CERTIFY THAT:
4. During the last five years, I (or my dependents, if applying for dependents' life insurance) have never had or been treated by a doctor or other licensed practitioner for any known mental or nervous disorder or condition of the digestive system.
5. I (or my dependents, if applying for dependents' life insurance) have never been declined for life insurance or had the amount reduced.
6. My weight and that of my spouse if applying for dependents' coverage, falls within the indicated range for height as shown below:

Height		Weight
Less than 5 ft.	—	80 lbs. to 150 lbs.
5 ft. 0 in. to 5 ft. 6 in.	—	95 lbs. to 180 lbs.
5 ft. 7 in. to 6 ft. 0 in.	—	115 lbs. to 210 lbs.
Over 6 ft.	—	140 lbs. to 240 lbs.

I declare that the statements contained herein are true and understand that, if acceptable to The Prudential Insurance Company of America, they are the basis on which life insurance is provided under the group policy(ies) issued by Prudential to the NEA Members Insurance Trust.

Date signed ______________________
Member's Signature ______________________ Spouse's Signature ______________________

For office use only: GRP 79379-1 ED 9-81 I. E.
Plan Code ______________________ I.D.# ______________________
Eff. Date ______________________ Ins. Amt. ______________________

NEA AND YOU

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NEA REPORTER

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DELEGATES SPEAK OUT

Equality Day
July 7, 1981
nea era
Give Our Children

'KEEP PUBLIC EDUCATION STRONG'

Highlights of 1981 Rep Assembly, page 6

Attention, retired members
See page 18

YOUR TURN

It's time for an all-out push to build membership

by Sharon Fortune

As teachers we are dedicated to the belief that education creates an awareness of personal potential in our students. Daily, we also realize that our own self-esteem is greatly shaped by how effectively we're performing our jobs, as well as by others' perceptions of our work.

Our personal striving for excellence, coupled with our real pride in our profession and our commitment to our students and to each other, should bring us solidly together in one local-state-national organization. Our collective strength as advocates for public education is based largely on our numbers.

From personal experience I know that low membership can paralyze an Association's effectiveness. In the 1979-80 school year, my local—Lamoille Union High School Teachers Association—had only 44 percent of the teachers as members. Even though we had the legal right to bargain, the school board looked at the nonmember majority, perceived teachers as apathetic, weak, and divided—and acted accordingly.

"Don't talk to us just about your members," the board would say. "What do the *rest* of the teachers think?"

When I was elected president of the local in the spring of 1980, I set increasing membership as my first priority. I recruited 10 of the more active members of the local to plan a membership drive.

The campaign involved contacting each teacher and personally asking him or her to join. We pointed out the tangible advantages of joining—such as legal backing, insurance, and other NEA and Vermont Education Association benefits and services.

We also talked about the value of presenting a unified front to our school board. We stressed that if the board was ever going to take contract negotiations seriously, we had to begin speaking with *one* voice—rather than as individuals petitioning the board or the administration about their concerns. We made the point that although every teacher in the bargaining unit would be covered by any contract we agreed to, only Association members were eligible to vote on ratification.

Our promotional efforts were so successful, even we were surprised! At the end of a three-week campaign, we had 86 percent of the teachers enrolled in the Association.

Can we see a difference in the effectiveness of our organization now that we've almost doubled our membership? Unquestionably, emphatically —*yes*. The biggest change is that when we meet with the school board across the table now, they treat us with greater respect, because they know we stand united. The chair of the board's negotiating committee has contacted me and the head of our negotiations team several times since our latest contract talks began, saying he's worried about a possible strike.

The real reason that man is worried is because we have 86 percent membership—and the unity that could make a strike successful. The board members are in awe—and they should be—of what has happened in our local. That gives us much greater leverage at the table.

We ratified a good contract last fall, right near the end of the membership campaign. It included a salary increase of about $1,100. I'm convinced one of the reasons that contract was so good was because the board sensed the growing solidarity of our Association.

Even though I take personal pride in the dramatic increase in membership, I know I could not have done it alone. The teachers who went out and recruited members were each committed to the belief that we must band together to achieve our goals—for ourselves and for our students.

This fall, please don't wait to be asked! Renew your own Association membership—and then put a little personal pressure on those nonjoiners in your building. We need everyone. Speaking with one voice, we *will* be heard. ☐

Sharon Fortune is president of the Lamoille Union High School Teachers Association in Hyde Park, Vermont. An English teacher for eight years, she also serves on the Vermont Education Association board of directors and was a delegate to the 1981 NEA Representative Assembly.

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Teaching: no easy task

Teachers are architects. They help plan and build the lives of children every day. Why then is teaching a profession on which so little importance is placed?

Most adults never see the inside of a school while class is in session. The only news that reaches their ears is of teacher strikes, vandalism, and competency test scores. The efforts are never mentioned.

Teachers are among the least honored Americans. For people from whom so much is expected, where is the due respect?

Bobbie Bowling
Attalla, Alabama

Boycotts

It never ceases to amaze me how NEA gets tied up with noneducational goals. I am very sure most members would not go along with these boycotts if polled. . . . But, on the other hand, if you want to do something constructive for education, why don't you boycott the tobacco and liquor industries which "help" thousands of teachers to early death or disability from their sales of products which cause heart, lung, liver, and stomach diseases or disorders?

Harold H. Heath
Las Vegas, Nevada

P.S. No, I'm not a Mormon, nor am I a teetotaler.

Ku Klux Klan

I was most interested in your June 1981 feature articles outlining Ku Klux Klan recruitment of children, and am inserting those articles in the *Congressional Record* for the attention of my colleagues.

As a member of the Senate Judiciary Committee, I occupy a particularly useful position from which to encourage appropriate Justice Department response to illegal Klan activities.

Charles E. Grassley
United States Senator (R-Iowa)

'What's best for the child'

How many times when we object to a school policy or administrator's demand are we told, "But you must remember what is best for the child"? This answer has become a monotonous rationalization for any new program, policy, or request anyone wishes to thrust on us.

When administrators or supervisors mouth this line they seem to feel they are instantly elevated to a kind of martyrdom proving their selflessness. Frequently, all that is involved for them is issuing the edict. The mounds of paperwork, schedule adjustments, and other requirements fall to the classroom teacher.

When teachers object to unfair demands on their time and energy, they are told they are selfish and should put the child's needs above their own. As a teacher of 32 years, I am tired of these unfair shenanigans that lay a guilt trip on teachers. The great majority of us became teachers because we do care about children. We instinctively put the child's needs first—unless judgment or fairness indicate otherwise.

No person or group should be told continually that they must always consider someone else's needs above their own. Treating teachers as nonentities with no basic worth of their own diminishes respect for teachers and saps morale. In the long run, it is against the best interests of the child. Good programs are not carried out by unhappy and dissatisfied teachers.

When any important school program is initiated, let it be based on consideration of "what's best for all concerned."

Evelyn M. Goodin
Sacramento, California

A chilling tale

The Midvale School Board (none of whom ever saw me teach), reacting to the complaints of five parents (none of whom ever visited my classroom), has voted unanimously (in a meeting to which I was not invited) to deny me a teaching contract for a second year.

The exact reason for my dismissal is a mystery, with the board citing "alleged comments" and "casual manner and dress." However, one parent did tell me he was upset by our study of *Shogun* because he "hates Japs." Another criticized our reading of Edgar Allan Poe because his stories are "too gross." Still another parent complained that we "talked about stuff that wasn't in the English book" (art, music, current events, etc.).

I believe that the study of language necessarily involves all aspects of life—and especially our ability to reason. Some students and parents found this method very uncomfortable—and argued that it was wrong and bad for an English teacher to require, or even encourage, pupils to think on their own.

That there is no room for a progressive educational philosophy in the Midvale, Idaho, schools is to *their* discredit, not mine. And in the long run, it is the children who will suffer.

Larry Rottman
Cambridge, Idaho

Disappointed

I was very disappointed in the "Roving Reporter" column in your June issue. I never saw such a biased selection.

Surprise, surprise—some people do support our President. That is why he was elected! As a teacher for over 10 years I am very sorry to see our national association become such a self-serving interest lobby. Please change!

Patricia Harvey
Milford, Connecticut

NEA REPORTER

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Design by **William J. Kircher & Associates.** Photo credits: page 1 **Joe Di Dio** and **Carolyn Salisbury;** page 2 **Joe Di Dio;** page 3 **Joe Di Dio;** pages 4-5 **Joe Di Dio;** pages 6-8 **Joe Di Dio** and **Carolyn Salisbury;** page 17 **Joe Di Dio;** page 18 **Joe Di Dio;** page 19 (top) **Peace Corps,** (bottom) **Maine Teachers Association;** page 20 **North Carolina Association of Educators;** page 21 **Tricia Brunhart.**

Contributing writers: page 3 **David Foerster;** pages 6-8 **Howard Carroll;** pages 18-19 **Barbara Lawless;** page 21 (Ohio) **Don Schaub.**

Congress blunts Reagan attack on public education

As the federal budget takes final shape, education is faring better than other social programs—but schools will still be badly hurt.

SAVE OUR SECURITY
LOCAL G
NEA FIGHTS REAGAN SOCIAL SECURITY CUTS!
SOCIAL SECURITY SERVES ALL AMERICANS
NEA SAYS STOP SOCIAL SECU CUTS!

At a July rally on the U.S. Capitol steps, members of NEA, senior citizens' groups, and other organizations in the "Save Our Security" coalition protest the Administration's proposed cuts in Social Security benefits.

WASHINGTON, D.C.—Public schools will open this September with fewer federal aid dollars.

But the cuts America's schools are now facing are substantially smaller than the cuts President Reagan originally proposed last February.

The President had asked Congress to slice about 30 percent off of federal aid to education, a move that would have effectively eliminated much of the federal assistance for public schools legislated over the past two decades.

NEA mobilized at every level—local, state and national—to fight this clear threat to public education.

Members of NEA's Congressional Contact Teams—the Association's grassroots lobbying network—came to Washington and helped organize their colleagues against the Reagan cuts.

Association members from across the country paid visits to their local congressional offices, wrote letters, sent telegrams, and provided members of Congress with analyses of the impact of the Reagan cutbacks on their districts.

The Reagan forces won the first round of the budget fight last spring. The Reagan-backed budget resolution proved a shoo-in in the GOP-controlled Senate. On the House side, Republicans were joined by nearly 30 Democrats, and the Reagan budget passed by a small margin.

This Reagan budget targeted more than $38 billion in federal spending cuts for education, Social Security, Medicare, and many other vital human services programs. At the same time, the White House budget okayed by the House and Senate called for the biggest peace-time military spending increases in U.S. history.

But this first budget vote only set broad spending targets. Congress had yet to detail which programs would be cut and by how much. The Reagan Administration had some very specific ideas on what to cut—and also proposed to enact, through the budget process, sweeping changes in existing law that would drain even more federal dollars out of the public schools.

For a while it appeared that the President might get his cuts and changes, too. But NEA lobbyists on Capitol Hill, working closely with senators and representatives from both parties, gradually helped convince the key congressional committees in the budget process that the nation's public schools just couldn't absorb the deep cuts envisioned by President Reagan.

These committees, after a series of crucially important negotiation sessions, voted to take much of the bitter sting out of the Reagan budget for education.

The House and Senate then voted spending plans—called "reconciliation" in congressional budget shorthand—that reduced Reagan's original 30 percent cut in aid to education down to 10 percent.

Moreover, the Administration's block grant scheme, which would have lumped the reduced federal funds into unearmarked packages, was modified so as to leave the two largest federal education programs—ESEA Title I (for the disadvantaged) and education for the handicapped—separate and relatively intact.

The reconciliation bill reduces impact aid to about half the current funding level and makes deep cuts in school lunch, college student assistance, and other major education programs.

The kicker is that the reconciliation bill imposes a three-year cap on federal education programs. This means that in fiscal 1984, schools will receive —at best—no more than they received in 1980. When inflation is taken into account, the cap will mean a massive cut in real buying power for the schools.

Meanwhile, activity is heating up on other congressional fronts:

- House and Senate committees will shortly resume work on **Social Security** financing legislation. Delegates to this summer's NEA Representative Assembly mailed a total of 18,000 postcards from Minneapolis to Capitol Hill protesting the Administration's proposed cuts in benefits. NEA is also working with a coalition of 90 major national groups in efforts to head off these cuts. The House Ways and Means Committee expects to have its bill ready early this fall.
- At press time House and Senate were at work on a massive **tax cut bill,** including—in both houses—relief from the "marriage penalty" imposed by the current tax law. NEA and allied groups are seeking amendments to provide for indexing (adjusting) of individual income tax brackets to counter the "bracket creep" caused by inflation.
- The Senate is slated to resume consideration of the authorization for the U.S. Department of Justice, after months of battle over a controversial amendment that would prohibit **busing** as a tool for school desegregation.
- Extension of the **Voting Rights Act** of 1965 is nearly ready for floor action in the Senate, with major debate expected on provisions requiring certain states to get Justice Department approval before making any election law changes. ☐

Marches, rallies set for Solidarity Day

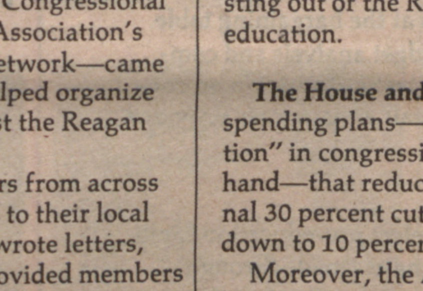
September 19: A day to protest Reaganomics

Mark your calendar—Saturday, September 19, 1981. Solidarity Day. It's the day thousands and thousands of Americans from every corner of the country will converge on the nation's capital to protest the Reagan Administration's economic policies.

Solidarity Day will be your chance to object to the Administration's efforts to repeal 50 years of social progress in America. People from labor, civil and human rights, consumer, religious, and women's groups will be there to demonstrate that Ronald Reagan has no national mandate for elitist social and economic programs that aid the wealthy while squeezing the poor.

You should be there too—to protest Reagan's attempts to gut public education through federal budget cuts and tuition tax credit schemes.

The mass rally at the Washington Monument will be the first national demonstration against the thrust of a total government program. The day's activities — including skits, speeches, and a march—will try to refocus public attention on goals for which the nation was founded—social and economic justice for all.



"Teachers, professors, and school support staff are among those being hit hardest by Reagan's economic gameplan," points out NEA President Willard McGuire. Those who have not already lost their jobs as the result of the squeeze on federal aid to education may soon feel the pinch from other Reagan-induced cutbacks—in student loans or Social Security benefits, for example.

"All of us—teachers, secretaries, bus drivers, security guards, cafeteria workers, and the rest of us who work in our nation's public schools—will lose if we sit back quietly," McGuire says. "We must make our feelings known."

The 1981 Representative Assembly guaranteed NEA's role in Solidarity Day by adopting a new business item that says: "The NEA will support as an active participant the Solidarity Day demonstration called by the AFL-CIO for September 19, 1981, for the purpose of fighting the Reagan Administration's economic policies and similar state economic policies. . . . NEA will also encourage corollary demonstrations in the various state capitals." ☐

NEA–and you–make it happen!

Embracing all members of the school family, NEA has become THE advocate for public education in this country. The unity, strength, and wisdom of the organization are derived from you, the members.

Twenty-five delegates to this summer's NEA Representative Assembly were asked what membership and involvement in the Association mean to them. Their responses covered all fronts, but a few themes were sounded over and over: NEA is a leader in member protection, lobbying, instructional issues, research, contract negotiations, and political action.

PROTECTION

Whenever a member's rights are threatened or violated, the Association is there—with attorneys, staff assistance, and money. Comprehensive legal protection is available to all members through the Unified Legal Services Program, the Attorney Referral Program, and the Educators' Employment Liability Program.

Beginning September 1, NEA is raising its members' professional liability insurance coverage from $250,000 to $1 million because of members' demands for improved coverage.

For the first time ever the Educators' Employment Liability Program will now also pay damages as well as legal costs—up to $250,000—in civil rights suits. It will also reimburse legal fees—up to $25,000—to members charged with violating criminal statutes in connection with their work. The expanded plan covers additional activities of educational support staff, including preparing food and protecting school property, as well as most regular classroom activities. Psychological, therapeutic, and counseling services are also included under the new plan.

NEGOTIATIONS

NEA trains local leaders to become effective negotiators at the bargaining table. The Association also offers backup financial data for budget analysis and comparison. NEA uses its computer network to gather the latest information on contracts bargained throughout the country. On-the-spot staff assistance is provided in crucial bargaining situations.

POLITICAL ACTION

Through a formal endorsement process, NEA works to elect pro-education candidates to federal office. Contributions to federal campaigns are made through NEA-PAC, a separate political fund made up of voluntary contributions from NEA members. The Association will be taking an active role in the 1982 congressional campaigns because the outcome could set the political tone for the rest of the decade.

LEGISLATION

NEA is working tirelessly on Capitol Hill to fend off attacks on public education. In line with an agenda set by the Representative Assembly, NEA's legislative activity is currently focused on such issues as tuition tax credits and vouchers, funding for federal education programs, tax revisions, Social Security benefits, and preservation of cabinet status for education. Realizing that professional lobbyists alone are not enough, NEA has organized a "contact team" in each congressional district—NEA members who can apply pressure as constituents on their members of Congress, both at home and in Washington.

RESEARCH

NEA gathers, stores, and analyzes current data on a host of topics, such as school statistics, teacher and support staff salaries and benefits, arbitration decisions, retirement systems, school finance, and economic trends. NEA researchers also train state and local Association staff in the use of computerized research for legislative, public relations, instructional, and other programs.

IPD

Through its state affiliates, NEA offers workshops to help teachers play a stronger leadership role in improving instruction, providing equal educational opportunity, and strengthening professional development. During the past year members have attended sessions on teacher stress, testing, school violence, discipline, and political action as a professional responsibility.

SPECIAL SERVICES

The Association sponsors a variety of voluntary economic services for the benefit of unified members. Members may participate in unique life, homeowners, and in-hospital insurance programs. Free consumer guides are available which can help members become better, more informed consumers. Money-saving discount programs offer value on books, prescriptions, and travel. In many states, a vitamin program, credit plan, and purchasing service are also available. ☐

We need the Association to help fight what I call the "Big Daddy" syndrome. That's where teachers assume they don't need to be politically involved, that the school boards know what's best for education. It's the feeling that the boards know what's best for us and are going to take care of us. Unfortunately, that's simply not true. We're the experts. We have the knowledge and skills to make a difference —and to make sure quality education is being provided.

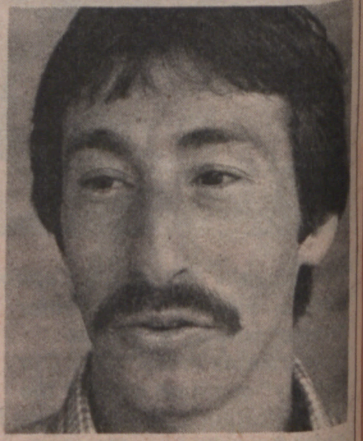
Eduardo Holguin, ***5th grade bilingual***
Las Cruces, New Mexico

I get a lot of information from the Association—like research, educational studies, classroom tips, the legislative report card.

Jo Ann Thomas, *English*
Lake Worth, Florida

Through the Association we received help in preparing a grant proposal for our teacher center in Spring Valley.

Gail Reynolds, *English*
East Ramapo, New York



The Association is the only true vehicle we have to make changes in the system—in instructional areas or in the area of social reforms.

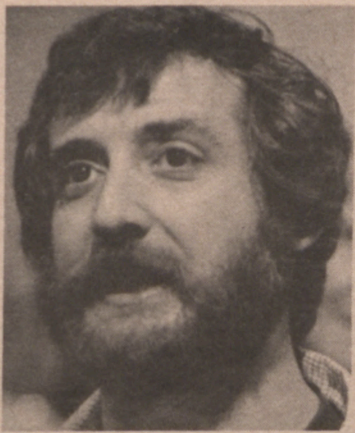
Lenny Forti, *phys ed*
Atlanta, Georgia

The Association is more accessible than any other professional group I know about. One can get in and help make decisions.

W. Rayford Johnson, *band*
St. Paul, Minnesota

Whenever I need anything—inservice programs, legal advice, PR ideas—help is just a phone call away.

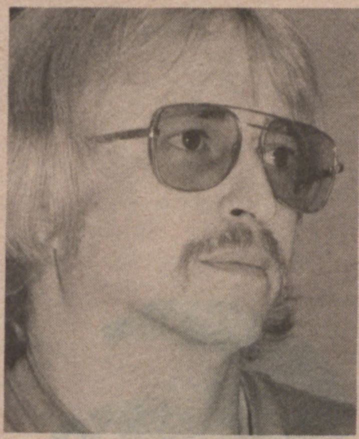
Sharon Mullen, *first grade*
Blackfoot, Idaho


I'm excited about the relationship our teachers in K-12 and higher education have in our union. We're interested in doing what's best for each other.

Peter Lehman, *sociology*
Portland, Maine

One of the most important things the national organization does is to train local teacher negotiators.

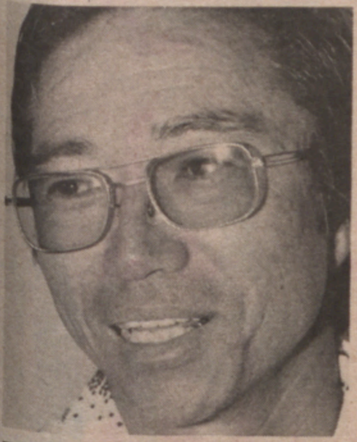
Iola Burton, *English*
Lawndale, California


I like being part of a democratic organization like NEA. There is no democracy in most other unions.

Hal Smith, *school electrician*
East Brunswick, N.J.

Banding together is the only way our voices are going to be heard. Together we can do more for ourselves and our students.

Gwendolyn Towne, *sixth grade*
Tuba City, Arizona


The training I've received from the Association has helped me not only in my profession but in my personal development as well.

Joe Tanaka, *counselor*
Hilo, Hawaii

The liability insurance and lawyer referral service are two real benefits of belonging to NEA.

Delores Turner, *teacher aide*
Cumberland, Maryland

If the board or administration tries to circumvent the rights of a teacher, I like having the power of the NEA behind that teacher.

Tom Bennett, *social studies*
Hazelwood, Missouri

Since substitute teachers are prime targets for any trouble in the classroom, we need the protection and backing of the Association.

Carol Carr, *substitute teacher*
Wellington, Ohio

The Association is working for teachers, for teacher rights, for bargaining. NEA is making the teaching profession better for all concerned.

Richard McClain, *fourth grade*
Salem, Oregon

NEA has helped us get a more equitable salary scale. We're now getting paid on a more equal basis with teachers in the rest of the nation.

Ofelia Robles, *government*
Seoul, Korea

The greatest service NEA and the state affiliates offer to professional educators is protection of teacher rights.

Frank Roberts, *phys ed*
Raleigh, North Carolina

NEA's information on discipline and classroom management is good.

Eddie Spence, *second grade*
Odessa, Texas

By publicizing positive things that are being done in the classroom, the Association is helping project a more positive image of our profession.

Shirley Williams, *science*
Baton Rouge, Louisiana

By belonging to the Association, I know I have the support of teachers in time of need. I really am part of the united teaching profession.

Dolores Garcia, *special ed*
Antonito, Colorado

Without our lobbying efforts, teachers would get nothing from the state legislature. There is no one else speaking up for us but ourselves.

Linda McGuire, *teacher of hearing impaired*
Florence, Alabama

As a Congressional Contact Team member, I've seen the pressure the Association can put on the Congress.

John Halloran, *sixth grade*
Worcester, Massachusetts

All of the insurance—health, life, liability—is excellent.

Mary Effinger, *special ed*
Ann Arbor, Michigan

If you're going to be professional, you have to act professional. You're not acting professional if you're not part of a professional organization.

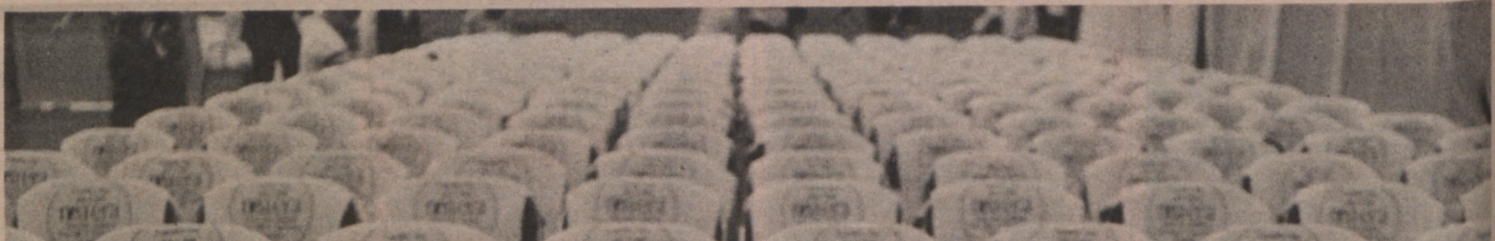
Raymond Janota, *science*
Park Forest, Illinois

Public education shouldn't be split. All of us should be represented by one organization. NEA has the numbers, clout, and services higher education faculties need.

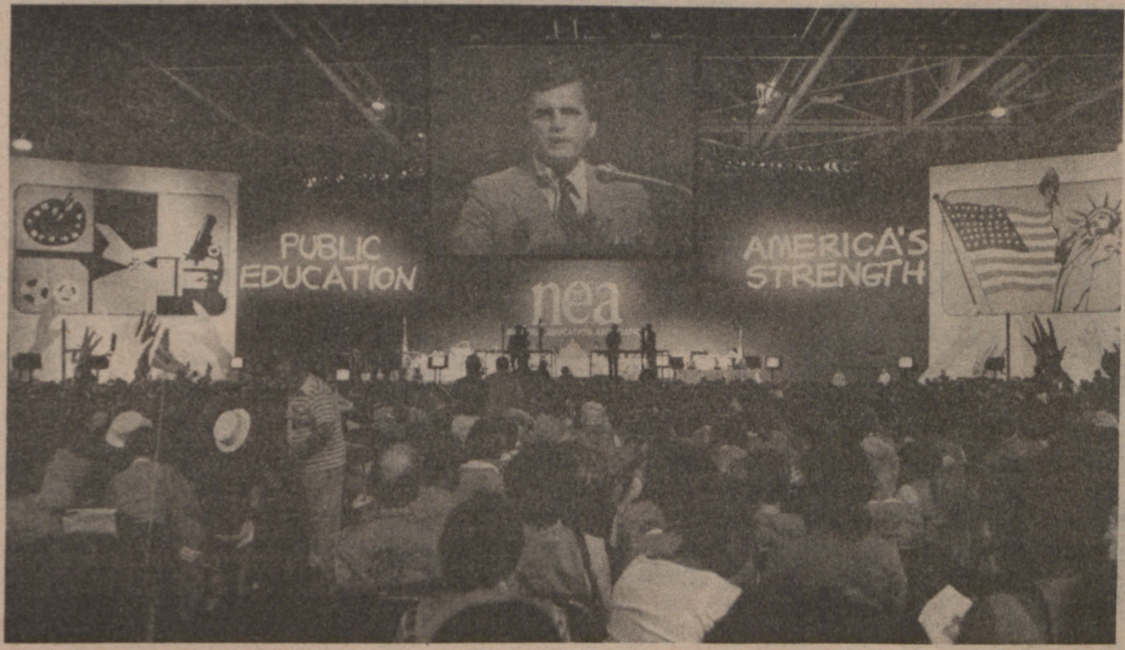
Leigh Barker, *communications*
Waukesha, Wisconsin

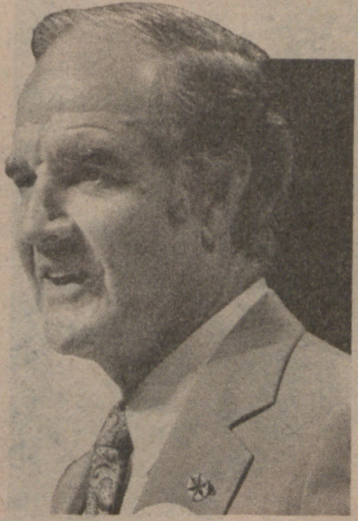
NEA DELEGATES SOUND A CALL TO ARMS

Public education as we know it is under attack, NEA Executive Director Terry Herndon warned in his address to delegates.


Equality Day
July 7, 1981
nea era
Give Our Children
The Gift of Their Lives
Equality

Although the 190 Wisconsin delegates had to return home early for a legislative crisis, they left behind a powerful symbol of support for ERA on Equality Day.





George McGovern thanks NEA for honoring him with the 1981 "Friend of Education" award.

MINNEAPOLIS—Faced with unprecedented school budget cuts and other Reagan Administration policies that threaten to destroy public education, NEA's highest policymaking body met here July 4-7 and vowed to fight back.

The mood of the 7,100 delegates to NEA's annual Representative Assembly—elected to speak for the 1.7 million NEA members nationwide—was one of unity in adversity. NEA President Willard McGuire set the tone in his opening address, sounding a "call to arms" to save the nation's public school system.

"There is no one else to do it," McGuire declared. "We are America's educators. If public education is to survive, it is we who will have to see that all that is necessary is done.

"We must continue our fight for budget decency," McGuire stressed. "So long as public schools lack the federal support they need, so long as any child in America lacks the wherewithal to achieve a full and decent life, we must not and we shall not be silent."

NEA Executive Director Terry Herndon echoed the theme, spelling out the emergency now facing teachers and students: "Massive cutbacks in federal aid at all levels, threatened abolition of the fledgling U.S. Department of Education, the passage of Proposition 2½ in Massachusetts, the maturation of Prop 13 in California, traumatically depressed economies in the northeastern industrialized states, and tax caps and spending lids throughout the country might interact to lay off more than 100,000 teachers this fall. Emergency? I'd say so!"

The delegates adopted a new business item calling on NEA to organize a "National Day of Conscience for Public Education"—a coordinated one-day demonstration at local, state, and national levels to call public attention to the layoffs and budget cuts that threaten the schools. As yet no date has been set.

The Representative Assembly also called on NEA and its affiliates to join in the more general "Solidarity Day" marches and rallies September 19 against the Reagan Administration's economic policies (*see page 3*).

Responding to the clear need for a redoubling of organized political effort and commitment, delegates here—in a drive spearheaded by the Michigan delegation—dug into their own pockets to contribute $53,500 to NEA's political action arm (NEA-PAC) for use in the critical 1982 congressional elections.

They also voted to recommend raising the guideline for voluntary NEA-PAC contributions to a minimum of $10 per year.

On July 7, designated "Equality Day" at the Representative Assembly, the hall was a sea of thousands of green and white NEA-ERA T-shirts as delegates demonstrated their unwavering commitment to the battle for ratification of the Equal Rights Amendment by the June 30, 1982 deadline. Approval by

continued on next page

Rosa Maria Rivera, a teacher exiled from El Salvador, makes an impassioned plea for NEA to go on record as condemning the government of El Salvador for its role in assassinations and other acts of violence against educators.

Delegates elected (from left) Jim Sproul as administrator-at-large on the NEA Board of Directors; Pearl Mack to the Executive Committee; Bernie Freitag and Willard McGuire to second terms as NEA vice-president and president; and Odetta Fujimori to a second term on the Executive Committee.

nea era
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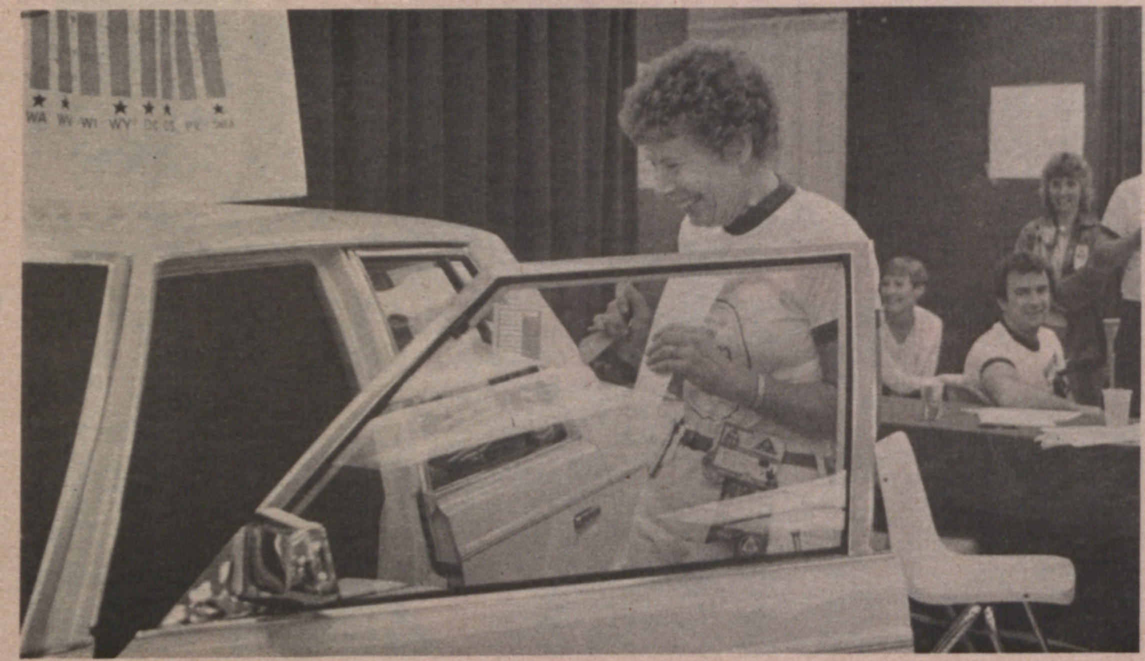
Photos below:
(Left) All but two of America's astronauts are products of the public schools, Maj. Charles Bolden, Jr. pointed out in a speech to the RA. Bolden is a future space shuttle pilot.

(Center) Arizona delegate Marion Pickens gleefully checks out her prize in the NEA-PAC raffle—a 1981 K-car.

(Right) Getting the ERA ratified will take great spirit and determination, warned Addie Wyatt of the United Food and Commercial Workers Union.



NEA-PAC, ERA efforts spark 1981 Assembly

continued from page 7

three more state legislatures is needed.

An NEA-ERA fundraising drive here produced more than $50,000 to support ratification efforts in the key target states: Virginia, North Carolina, Georgia, Florida, Oklahoma, and Missouri.

The annual Friend of Education Award, NEA's highest honor, was presented to former Senator George McGovern of South Dakota. During his 22 years in Congress, McGovern consistently supported federal programs to improve the schools.

"We need a new definition of national security and national defense," the former Presidential candidate told the delegates. "Education is more vital to the national defense than any single investment we can make." McGovern got a standing ovation.

NEA affiliates honored during the Assembly for outstanding membership development included the North Carolina Association of Educators (largest number of new members in the past year), Missouri NEA (biggest percentage increase in membership), and the Colorado and Vermont Education Associations (strongest sustained patterns of membership growth over the past decade).

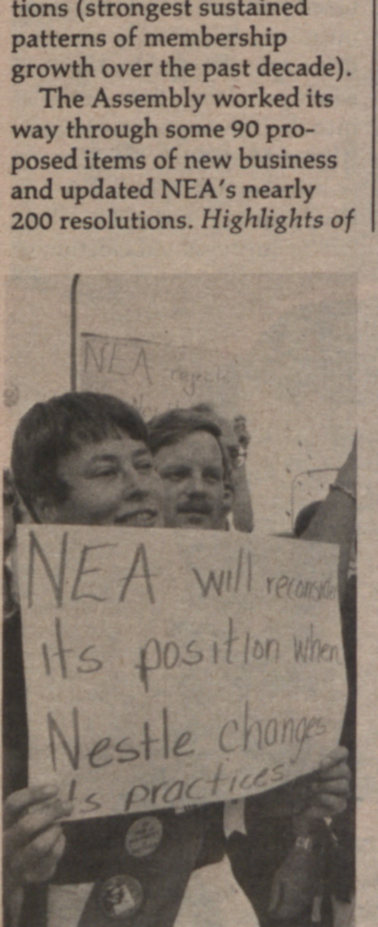
The Assembly worked its way through some 90 proposed items of new business and updated NEA's nearly 200 resolutions. *Highlights of new business action appear on page 17; full text of the resolutions begins on page 9.*

The delegates also approved NEA's legislative agenda, dividing the Association's objectives for the 97th Congress into three tiers of activity: priority initiatives (general aid to education, collective bargaining); current congressional issues (block grants, Department of Education, tax revision, appropriations, tuition tax credits, and others); and continuing concerns to be lobbied as they arise (mobile teacher retirement, reauthorizations, national health insurance, copyright law, etc.).

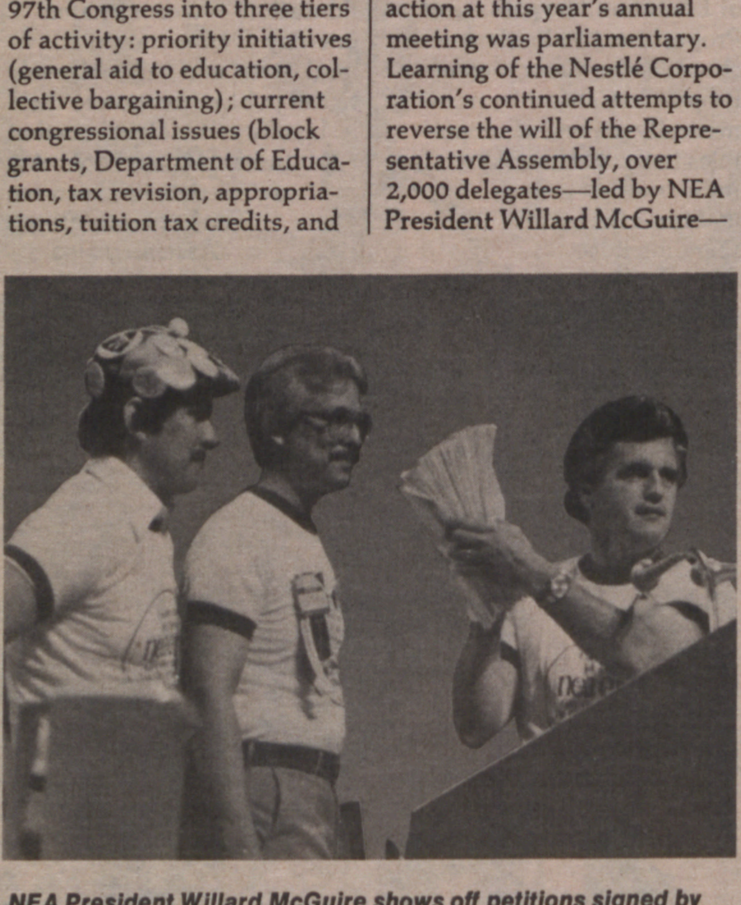
As always, not all of the action at this year's annual meeting was parliamentary. Learning of the Nestlé Corporation's continued attempts to reverse the will of the Representative Assembly, over 2,000 delegates—led by NEA President Willard McGuire—rallied outside the headquarters hotel where Nestlé officials were hosting a cocktail party to which they had invited select Association leaders.

The party was the latest in a year-long series of Nestlé attempts to end NEA's support of the national boycott of Nestlé products—a boycott endorsed by the 1980 Representative Assembly. The action protests the company's methods of marketing and distributing its infant formula in the Third World, where millions of women have been persuaded to stop breastfeeding and use the formula instead, to the detriment of infant health.

In secret-ballot elections during the Representative Assembly, delegates gave Willard McGuire of Minnesota and Bernie Freitag of Pennsylvania second two-year terms as NEA president and vice-president. They also elected Odetta Fujimori of Hawaii to serve a second three-year term on the nine-member NEA Executive Committee, Pearl Mack of Illinois to fill the other Executive Committee seat up for election this year, and James Sproul of Kentucky to serve again as administrator-at-large on the NEA Board of Directors. ☐



A party hosted by the Nestle Corporation was the focus of spontaneous picketing by 2,000 delegates angry over the company's continuing campaign to overturn NEA support of the national boycott of its products.



NEA President Willard McGuire shows off petitions signed by 6,000 delegates who oppose tuition tax credits. The National Council of Urban Education Associations gathered the signatures, then NCUEA regional director Paul Mann (left) and president Len Anderson gave them to McGuire. The petitions were later presented to Congress.

NEA RESOLUTIONS 1981

MINNEAPOLIS—The 1981 NEA Representative Assembly adopted the 178 resolutions that appear below. Resolutions are formal statements of NEA philosophy and position; they provide the overall direction in which the Association will be moving.

Figures in parentheses after each resolution indicate the years when it was first adopted and last amended. When only one year is listed, that means no revisions have been made since the resolution was first adopted.

If you have a question about a resolution or would like to propose an alteration for next year, please write to a member of the Resolutions Committee, in care of your state association, before March 1, 1982. Committee members are:

Alabama—Charles Nunnelee, Eunice Horton; **Alaska**—Michael Carson; **Arizona**—Avis B. Albright, William Scribner; **Arkansas**—Linda Pondexter; **California**—Joan Acosta, Jack Caselles, Wilma E. Wittman, Betsy Haaker, Wilhelmina "Pat" Ryan, Michael Rothschild, Jess D. Tabasa, Wynn Anderson, Pat Walden; **Colorado**—Jeanne Brooks, Mildred Gamble; **Connecticut**—John Pelchat, John Williams; **Delaware**—William W. Hutchison, Jr.; **District of Columbia**—George Zachariah; **Florida**—Ulysses Floyd, Gail Husbands; **Georgia**—William J. Overton, Julia Wright; **Hawaii**—Irvin Sasaki; **Idaho**—Janie Nirk; **Illinois**—Judy Buchta Ilgen, Marge Harmon, Bill McGee.

Indiana—Linda Hogan, George A. Houk, Mike Zulich; **Iowa**—Marcia J. Mendenhall, Fred Stark; **Kansas**—Harry Peterson, Jr., Fran Raines; **Kentucky**—Bettyruth Bruington, James E. Goodwin; **Louisiana**—Raymond Green, Montee W. Milner; **Maine**—Mildred Black; **Maryland**—Carl Lancaster, Phyllis Robinson; **Massachusetts**—David E. Geikie, W. Barry McNiff, Linore C. Sizemore, Bernard Shea; **Michigan**—Karen Bunting, Lois Fisher, Carl Hansen, Marian McCracken, Jack Minore; **Minnesota**—Tom Claseman, Edith Etter, Larry Gifford; **Mississippi**—Vera R. Butcher; **Missouri**—Tom Bennett; **Montana**—Carole A. Farlin.

Nebraska—Roger Hans Larsen; **Nevada**—Ivy Owen Dixon; **New Hampshire**—Katherine Fowler; **New Jersey**—Ruth M. Buehrer, Katherine McEachern, Laura R. Maltman, Ira Moss, Rosemary Walters; **New Mexico**—Dorris Yarbro; **New York**—Al Coppola, Barbara Reed; **North Carolina**—Cecil Banks, Herbert Dark, Peter Toggerson; **North Dakota**—Peggy Donahe; **Ohio**—Anna Lea Barry, Patricia Chavis, Rod Hineman, Judith Stewart, James Tucker; **Oklahoma**—Nancy Jewell, Jane Knowles; **Oregon**—Dave Conklin, Ray Johnson; **Overseas**—Mary Coughlin; **Pennsylvania**—Ben Arellano, Anthony DiBiase, Annabella M. Halas, Arlene H. Mitchell, Judy Volk; **Puerto Rico**—Héctor Laguerre.

Rhode Island—Sylvia Blanda; **South Carolina**—Earl Reuben; **South Dakota**—Dianna Miller; **Tennessee**—Phyllis Boyd, Ruth Cage, Charles Yates; **Texas**—LaBeth Pondish, Guy Davis, Bobbie Duncan, Mary Lee Grabowske, Fred Reininger, J. R. Smith; **Utah**—Robert Blain; **Vermont**—Jim Provost; **Virginia**—Chester L. Boyd, Jr., Eloise Clark, Scott Lindstrom; **Washington**—Annette Barca, Karen Knutzen, Ed Sprague; **West Virginia**—Charles Moses; **Wisconsin**—Bonnie Foss, Ken Oudenhoven, Nadine Sieber; **Wyoming**—Robert Leathers; **Student-NEA**—Jim Henley, Marcia Jensen, Mike Kendall.

At-Large Administrators: James Dunn (Ala.), Louise Gaskins (Mass.), William Mynckenberg (Ohio); **At-Large Higher Education:** Gretchen Murphy (Minn.), Martha Palmer (Maine); **Minority Affairs Committee:** Agnes Chavis (N.C.).

Editing Committee: Don Akers (Tenn., *chair*), L. Alice Peters (N.J.), Rufus Abernethy (Md.), James Kreiss (Wash.), Robert Harding (Mich.).

Save this section for future reference.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1981

FOREWORD

The Constitution of the National Education Association indicates that goals of the Association shall be the nine goals stated in the PREAM- E. These goals are, therefore, regularly set forth in a statement of olutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, osition of the Association adopted by the Representative Assembly providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items ew business. Standing Rule 6(K) states: "New business relating to stantive policies or programs for the Association shall be specific in re and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

Educational Opportunity for All

The National Education Association believes that education should be vided from early childhood through adulthood, be suited to the needs of individual, be nonsegregated, be offered beyond the traditional school and school year, be required through the secondary school, be offered ublic expense, and be guaranteed by the Constitution of the United es.

The Association further believes the individual at his/her expense t also be free to choose, to supplement, or to substitute education in ately supported, nonsegregated, nonpublic schools. The Association believes public and nonpublic schools should be accredited under orm standards established by the appropriate state agency.

The Association further urges its affiliates to seek legislation that inates tax-exempt status for those institutions established solely to d integration. (69, 81)

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications
b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being
c. Exercise attitudes of good citizenship, societal productivity, and global awareness
d. Appreciate the aesthetic and moral qualities of life
e. Formulate values for their lives that will lead to continual growth and self-fulfillment
f. Recognize and appreciate the cultural diversity of this nation.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 81)

A-3. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve community, parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 81)

A-4. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education—

a. To understand the proper use, stewardship, and preservation of a viable environment
b. To promote an understanding of the necessity to protect endangered, threatened, and rare species
c. To reduce pollution significantly
d. To promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival
e. To promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 80)

A-5. Public Understanding and Support of Education

The National Education Association recognizes the responsibility of the united teaching organization to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association also believes that there must be a representative board of education, elected by the citizens, in each school district, which also has a responsibility to promote public understanding of the schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention can be focused on the contributions of education and educators. (69, 81)

A-6. Mass Media

The National Education Association recognizes the total educative effect of the communications media, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable

audience who must be protected from violence in television programming, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, broadcasters, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to teachers; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit television viewing. (69, 81)

A-7. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-8. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75,79)

A-9. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching organization: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching organization to prevent such abuses. (74, 80)

A-10. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS Television), National Public Radio (NPR), and the expanding Cable Television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affilaites to express their concerns to their Representatives in the U.S. Congress. (81)

A-11. Voucher Plans

The National Education Association believes that voucher plans under which education is financed by federal, state, or local grants to parents, schools, or school systems could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A-12. Rural Education

The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 79)

A-13. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A-14. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of education programs to increase public understanding of energy and alternative energy sources.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources and efficient design in the renovation and construction of schools.

The Association encourages locals to support efforts to develop conservation awareness and school building energy audit programs. It also urges the support of programs to investigate current energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77, 81)

A-15. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals used in construction and maintenance of educational facilities and in classroom teaching. The Association urges that standards and safeguards be established, and programs of prevention and the elimination of health hazards be enacted by the appropriate school governing body after input from the local association. The Association further believes that teachers should be assisted in the identification, proper storage, and safe disposal of such materials. (78, 81)

A-16. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and uitilization of new technologies that may provide for the safe transport and disposal of nuclear wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 81)

A-17. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A-18. Tax Reform

The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services
b. Prevent excessive reliance on property or any other single tax source
c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden
d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence
e. Assure that statewide uniformity in property tax effort be required
f. Provide for increased local and state funding of public education
g. Eliminate tax laws and rulings that are harmful to teachers and educational needs. (78, 81)

A-19. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A-20. Accessibility to School Board Meetings

The National Education Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher and community involvement in educational decision making and to guarantee their right to participation. (80, 81)

A-21. U.S. Department of Education

The National Education Association believes the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that teachers must be fully involved in establishing goals and planning programs for the Department.

The Association believes that any attempt to dismember or dismantle the Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers or other anti-public education plans would be detrimental to the public interest. (80,81)

A-22. U.S. Department of Education Schools

All dependents of U.S. government employees overseas should be afforded the opportunity to attend U.S. Department of Education Schools. (80)

A-23. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to correct policies which contribute to the particular economic difficulties of individual states and regions. (81)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democractic decision making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials; insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials; and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 79)

B-2. Bilingual and ESL Education

The National Education Association believes that bilingual and English-as-a-second-language (ESL) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The Association urges that both bilingual and ESL programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained within the total English program until they have demonstrated the ability to function in such a program.

The Association supports federal and state legislation which would require and fully fund bilingual and ESL programs for all students who are not proficient in the English language because it is not their primary language.

The Association also believes that legislation must provide funds to expand current bilingual and ESL programs, including those for teacher preparation. (81)

B-3. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an apppreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to work for adequate funding and establishment of the necessary teacher training for effective implementation of multicultural/global education. (81)

B-4. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs.

The Association recognizes the need for teacher training programs for foreign language teachers, and supports teacher exchange programs. (81)

B-5. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs which preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators
b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language
c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students
d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs
e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people
f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs
g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions
h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 80)

B-6. Chicano and Spanish-Speaking Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano and Spanish-speaking children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of bilingual visiting teachers and counselors to meet the student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos and Spanish-speaking students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 81)

B-7. Asian and Pacific American Education

The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific American children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific American parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Americans to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific American curricu-

lum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs. (79, 81)

B-8. Education of Refugee, Illegal Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of illegal aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harasssment-free environment for these children should be assured by local, state, and federal authorities. (80, 81)

B-9. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of Black American children require the direct involvement of Black American educators, parents, community leaders and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to their learning and cultural characteristics and promote the preservation of the heritage and culture of Black American children. (81)

B-10. Health of Children

The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges local, state, and federal governments and appropriate organizations and institutions to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere
b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements
c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods
d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities
e. Improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health
f. Strengthen and improve the enforcement of child abuse laws
g. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist
h. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children
i. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products
j. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 81)

B-11. Pupil Personnel Services

The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, psychological, and attendance services, be increased and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the preschool and elementary levels, since behavioral and attitudinal patterns are established at an early age. (69, 81)

B-12. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B-13. Basic Financial Support of Public Education

The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.
b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.
c. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.
d. Advisory committees for federally funded programs should reflect the ethnic make-up of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.
e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
f. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.
h. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.
i. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.
j. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.
k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.
l. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.
m. Funds for programs to alleviate sex discrimination and to reduce portrayal of sex stereotypes in the public schools must be provided.
n. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.
o. Categorical funding is essential in the areas of special education, bilingual/English as a second language, and for the economically/educationally disadvantaged and must be assured.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 81)

B-14. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-15. Sex Education

The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education and parent orientation regarding these courses be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control, venereal disease, incest and sexual abuse, and problems from preteen and teenage pregnancies. (69, 81)

B-16. Drug Dependency

The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of the drug rehabilitation programs.

The Association discourages the use of marijuana except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties. (72, 81)

B-17. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching organization should be encouraged to provide continuing education experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 81)

B-18. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs which will assure equal opportunity for occupational development, and which will encourage students to consider nontraditional vocations, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)

B-19. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; those of low academic ability; underachievers; pregnant students and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the objectives and evaluations.

The Association urges increased support for the identification of these students, multisensory continuing education of educators, and development of programs at the local, state, and national levels. Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association further supports the effort of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading/learning disabilities to be certified under regulations of each state's Department of Public Instruction. (77, 81)

B-20. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to: free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wage; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fund-raising activities. (69, 81)

B-21. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. Boards of education in conjunction with local affiliates should develop policies that would provide necessary administrative support to the classroom teacher for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75, 80)

B-22. Early Childhood Programs

The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize appropriately certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities, the poor, and the elderly in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states and objects to federal government intervention in the credentialing process.

The Association urges its affiliates to seek legislation that would ensure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of mandatory, fully funded kindergarten programs in all states.

The Association advocates the establishment of fully funded preschool special education programs. These programs should be readily accessible, should make available those services necessary to assist handicapped children from birth through five years, and should be staffed with teachers and therapists who are certified by the state. (75, 81)

B-23. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 78)

B-24. Child Abuse

The National Education Association believes that all children should be protected from child abuse, including incest, and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse
b. Encourage development of teacher preparation courses and continuing education programs that stress the identification of, reporting procedures for, and techniques in dealing with abused children
c. Encourage the development of teacher preparation courses concerned with the abused child.

The Association urges its affiliates to seek the enactment of state and local legislation that would—

a. Provide educators reporting suspected child abuse immunity from legal action
b. Require educators to report to the appropriate authorities instances of suspected child abuse
c. Provide for protection of children from other children. (74, 81)

B-25. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B-26. Federal Impacted Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 79)

B-27. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)

B-28. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities

with those who are so charged. There should be separate facilities for these detained minors. (75, 77)

B-29. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75, 79)

B-30. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that in order to implement Public Law 94-142 effectively—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.
b. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.
c. All staff must be adequately prepared for their roles through continuing education programs.
d. The appropriateness of educational methods, materials, continuing education, and supportive services must be determined in cooperation with classroom teachers.
e. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.
f. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.
g. There must be a systematic evaluation and reporting of program development using a plan that recognizes individual differences.
h. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.
i. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.
j. Adequate released time or funded additional time must be made available for teachers so that they can carry out the increased demands placed upon them by P.L. 94-142.
k. Staff must not be reduced.
l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.
m. Communications must be maintained among all involved parties.
n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.
o. Individualized education programs should not be used as criteria for the evaluation of teachers.
p. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.
q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.
r. Incentives for teacher participation in continuing education activities should, as mandated by law, be made available for teachers.
s. Local associations must be involved in monitoring school systems' compliance with P.L. 94-142.
t. Student placement must be based on individual needs rather than on space availability.(78, 81)

B-31. Migrant Workers

The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state with migrant children in its school system. (75)

B-32. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to mounting inflation, declining enrollment, and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 81)

B-33. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B-34. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 77)

B-35. Middle School and Junior High Programs

The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and continuing education programs for junior high/middle school education. (76, 79)

B-36. School Transportation

The National Education Association believes that all aspects of transporting students require close scrutiny. It believes that safety requirements for buses and other designated school vehicles must be stringently enforced and overcrowding must be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 79)

B-37. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B-38. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities which improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B-39. Full Funding for Education Legislation

The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association further believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78, 79)

B-40. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association acknowledges the need for some students to be gainfully employed. However, it believes that parents, students, and employers should be made aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement.

The Association also believes that excessive student absences from school, excused or unexcused, have adverse effects on program continuity and achievement of the student. (79, 80)

B-41. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B-42. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B-43. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates will urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79)

B-44. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials which portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 81)

B-45. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

B-46. Gifted, Talented, and Creative Students

The National Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to indicate to educators reliable methods of identifying and teaching these children. The Association also believes that training programs in gifted and talented education must be provided for teachers.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 81)

B-47. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

a. Teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation.
b. The educational and support components of employment and training programs should be staffed only by certificated educators.
c. Employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day.
d. Funds for the educational component of employment and training programs should be channeled through and controlled by local school systems.
e. Funds for youth and adult training programs should be designat for training of teachers, counselors, administrators, and schoo board members in program objectives and procedures.
f. The use of funds and the duration of programs should be flexible i order to accommodate the differing learning needs of students
g. The amount of funding should be predictable in order to facilita year-to-year planning.
h. Employment and training programs should provide ongoing coun seling, placement, and other support services, and should be pro vided by certificated personnel.
i. Employment and training programs should provide opportuniti for women in nontraditional occupations.
j. Existing educational and vocational facilities should be used i employment and training programs. (80)

B-48. Small Business Management Education

The National Education Association supports providing training a the secondary level for future small business persons and encourage educators at all levels to stress self-employment and the creation of one own work as a viable career option. School systems should broaden the curriculums to include the teaching of those elements that are pertinent success in business. (80)

B-49. Student Transfers

The National Education Association believes that the current mobili of the American society dictates the need to expedite informatio exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boar of education to pursue steps to achieve an effective transfer process. (80

B-50. Driver Education

The National Education Association believes that driver educatio behind the wheel and in the classroom should be available as part of th basic education of all students.

The Association urges its affiliates to ensure that these programs a available, fully funded, and taught by certificated personnel in the publ schools. (80)

B-51. Student Stress

The National Education Association believes that there are great a increasing mental and emotional pressures upon the students of th nation. Drug abuse, alcohol abuse, violence, vandalism, and increas suicide among children speak clearly to those pressures and the result waste of human potential.

The Association urges its local and state affiliates to support appr priately accredited and licensed mental health and after-care program

The Association further urges local and state affiliates to seek legisl tive support and publicity for these programs. (80)

B-52. Higher Education

The National Education Association believes that students should b encouraged to further their education through institutions of hig education.

The Association urges its affiliates to support a fully funded, guar teed student loan program that would assure higher educational opport ities for all. (80)

B-53. Fine Arts Education

The National Education Association believes that fine arts progra should be an integral part of this nation's elementary and second (K-12) school curriculums.

The Association urges its state affiliates to become involved in th promotion, expansion, and implementation of a fine arts program in th curriculum of their various local school systems. (80)

B-54. Instructional Technology

The National Education Association believes that instructional te nology can be employed to improve teaching and learning. Before sa tioning such technology, the Association believes the following conditio must be met:

a. That classroom teachers in each school be involved in the initi planning, the introduction, and the use of such technology
b. That teachers whose professional practice and responsibility a affected by this new technology be provided with adequate st development activities
c. That classroom teachers monitor changes in content and format instructional materials to ensure quality of instruction and curric lar coordination
d. That teachers be involved in the decision making as related t changes in the workload and the responsibilities of classro teachers as a result of the introduction of such technology
e. That teachers be involved in designing appropriate research a carefully controlled development activities related to all aspects any new technology of instruction. (81)

B-55. Missing Children

The National Education Association, in its concern for the growi number of children who disappear annually, believes that all availab means must be utilized in locating these missing children. The Associati urges support for a national clearinghouse for information regardi these children. The Association also believes that unexplained absence are suspicious and warrant full and continued investigations. (81)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators mu have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including speci ized and substitute positions, be filled by an educator holding the appro priate certificate and that there be interstate certification reciprocity f mobile educators.

The Association will resist any attempts to diminish the quality learning or services through the elimination of teaching positions through the revision of school staff management under the guise improving educational opportunity. (69, 77)

C-2. Evaluation and Subjective Ratings

The National Education Association believes that it is a major respo sibility of educators to participate in the evaluation of the quality of th services. To enable educators to meet this responsibility more effective the Association calls for continued research and experimentation develop means of objective evaluation of the performance of all educato including identification of—

a. Factors that determine professional competence
b. Factors that determine the effectiveness of compet professionals
c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals shou evaluate supervisory and administrative personnel and governing boa members.

The Association also believes that evaluations should be conducted b

the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.
b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.
c. Tenure in public higher education not restricted by numerical or arbitrary quotas.
d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writing to any formal evaluation report prior to placement in a personnel file.
e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.
f. Participation in a continuing education program including such activities as appropriate counseling and supportive services, released time for continuing education, and opportunity to observe and seek or give assistance to other teachers in classroom settings other than one's own.
g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.
h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage.

The Association further opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification, or promotion. (69, 80)

C-3. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 79)

C-4. Teacher Education

The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap.
b. Assess critically current college and university programs of teacher education and make specific recommendations for changes.
c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication and human relations in requirements for certification, and the provision for ongoing continuing education workshops in these areas for beginning and experienced teachers and administrators.
d. Support legislation providing legal status and liability protection for student teachers.
e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.
f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.
g. Support requirements for specific course work in reading instruction for both elementary and secondary certification.
h. Formulate standards for school systems receiving student teachers, including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.
i. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.
j. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.
k. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.
l. Take immediate steps to become involved in college and university committees that control teacher education programs.
m. Support changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education.
n. Support the inclusion of courses that provide instruction in the changing role of the family.
o. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education and teacher licensing/credentialing agencies. (70, 81)

C-5. Continuing Education

The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including required staff development programs and voluntary professional development, including the concept of Teacher Centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school systems have a responsibility to fund all expenses for continuing education programs, courses, and conferences that benefit the school program for all staff.

The Association also believes that continuing education programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation.

The Association believes that teachers should strive for complete control of their own professional development. To this end, the Association encourages its affiliates to develop strategies for the implementation of teachers' professional development programs that are fiscally autonomous and teacher-governed. (76, 81)

C-6. Competency-Based Teacher Education Programs

The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for preservice and continuing teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, nonprofessional acts; or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented which do not first provide for carefully controlled research and development to assure validity and reliability, indicating that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74, 79)

C-7. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C-8. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C-9. Criteria for Certification and License

The National Education Association believes that no single criterion should be used for determining who should study for or be certified in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification.

The Association supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. (77, 80)

C-10. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers' organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C-11. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are ursurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policy making that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association further urges its affiliates to advocate viable alternatives that increase decision making within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them
b. Preservice and continuing teacher education
c. Teacher work load and additional compensation
d. Priorities within the curriculum
e. Written report requirements. (79, 80)

C-12. School Libraries

The National Education Association believes that a comprehensive library/media program, including printed and nonprinted resource materials and a certificated librarian/media specialist, should be provided for each elementary and secondary school. (80, 81)

C-13. School Nurses

The National Education Association believes that all students should receive the services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must select instructional/library materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 81)

D-2. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 75)

D-3. Academic Freedom

The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

The Association further believes that legislation and regulations that mandate the teaching of so-called "creation science" violate teacher and student rights.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69, 81)

D-4. Student Evaluation

The National Education Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon student evaluation criteria and to assign grades to students. The Association believes that the classroom teacher is the final authority in assigning student grades. (81)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Bargaining Rights

The National Education Association believes that the attainment and exercise of bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged and strengthened where they are now secured. (80)

E-2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a teachers' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees.

The Association further believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts. (69, 79)

E-3. Higher Education Bargaining

The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

E-4. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E-5. Professional Salaries

The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 79)

E-6. Salary Goals

The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service
b. Have structural continuity through the use of an index or percentage guide
c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials
d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which

result in a doubling of the current annual minimum salary within 10 years of faculty experience
e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales
f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum
g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement
h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service
i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service
j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments
k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay
l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents
m. Be developed through the process of collective bargaining
n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility
o. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee
p. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69, 79)

E-7. Basic/Fringe Benefits

The National Education Association believes that school systems must provide and pay for basic/fringe benefits including, but not limited to, the following:
a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Maternity/paternity leave, including adoption
e. Sabbatical leave
f. Paid professional leave
g. Paid association leave
h. Workers' Compensation
i. Life insurance
j. Severance pay
k. Tuition reimbursement
l. Personal assault protection
m. Long-term physical and mental disability insurance
n. Benefit extension for laid-off employees
o. Religious leave
p. Retirement compensation.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educational staff members on official leave of absence or maternity/paternity leave. (79, 81)

E-8. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 78)

E-9. Teacher Retirement

The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—
a. Autonomous boards of trustees, the majority of which are elected by and from the membership.
b. Actuarial and investment policies that produce sound financing.
c. Annual independent review and audit.
d. Immediate and full vesting after not more than 5 years of service.
e. Provisions permitting the purchase of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.
f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.
g. Disability retirement for a service-connected disability available to teachers from the first day of employment. Nonservice-connected disability retirement shall be available to teachers after 5 years of service.
h. Automatic cost-of-living increases to retirees and beneficiaries.
i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. Affiliates' support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.
j. Full funding and equitable administration in the granting of teacher retirement credit for military service, or provision for purchasing up to 5 years of retirement credit for military service.
k. Nondiscrimination on the basis of sex or marital status.
l. Retirement credit for unused sick leave.
m. All compensation, including extra-duty pay, in computing retirement benefits.
n. Benefits not reduced by other sources of income, including Social Security benefits.
o. Preretirement counseling.
p. Retirement housing facilities for teachers.
q. Teachers' contributions and benefits that are not subject to federal income taxation.
r. Internal Revenue Service rules and regulations which are not discriminatory.
s. Annual financial statement distributed to all members.
t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 81)

E-10. Social Security

The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 78)

E-11. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Department of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79, 80)

E-12. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in the recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E-13. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E-14. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decision maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E-15. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching organization to seek legislation that provides this privilege and protects both educators and students. (74, 75)

E-16. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of teachers and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive bail; firing of teachers; fines; decertification of an organization as the bargaining agent; loss of association rights; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association further condemns the denial of credits to students who have honored a teacher work stoppage. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 81)

E-17. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel. It further believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher. (69, 80)

E-18. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—
a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.
b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.
c. The community is kept informed and its cooperation sought.
d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69, 79)

E-19. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials which relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights—the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate "not-for-profit" clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E-20. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—
a. A critical examination of the effects of use of behavioral objectives
b. The identification of areas where behavioral objectives are useful but not harmful
c. The acceptance of alternative statements of objectives
d. Recognition that evidence of learning is not always available upon request or demand
e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 76)

E-21. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E-22. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E-23. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 80)

E-24. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 81)

E-25. Employment in Overseas Dependents Schools

The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 77)

E-26. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E-27. Substitute Teachers

The National Education Association recognizes the important role of

the substitute teacher. It encourages both the United Teaching Profession and the public to recognize the singular and specific function that the substitute teacher performs in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators, and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 81)

E-28. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E-29. Underutilization of Teachers

The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75)

E-30 Reduction in Force

The National Education Association believes that one of its basic resposibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators shall be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off teachers.

The Association condems the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 81)

E-31. Right to Privacy

The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses
b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings
c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials
d. The right to notification and enforcement of these rights by educational institutions. (75, 81)

E-32. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

E-33. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of teacher retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal and state statutes. (76, 81)

E-34. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E-35. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E-36. Noninstructional Support Staff

The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff share the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

E-37. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of educators.

The Association urges its local affiliates to develop, in cooperation with the local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that (a) the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure, and (b) the educator should be guaranteed the right to select his or her own physician. (77, 80)

E-38. Medication in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such services
b. A physician's written verification of the student's need for medication or services be required
c. Written permission of the parent or guardian be required
d. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 80)

E-39. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

E-40. Wage Controls

The National Education Association deplores the rampant inflation that is eroding the living standards of Americans. Public employees in general, and teachers in particular have been especially victimized by inflation.

The Association is opposed to: the imposition of any wage controls which freeze public employees in an inferior economic position; the elimination of programs that guarantee social and economic justice for the American people; and any anti-inflation program that increases unemployment. (79, 81)

E-41. Stress on Teachers and Other School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy. (79)

E-42. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of teachers. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the workload and at least an equitable share of all employee fringe benefits. Further, the Association believes that both job sharers should be covered by collective bargaining in districts where teachers are covered by collective bargaining. (81)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions

The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 80)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. It also believes that local government units should be prevented from restricting the right of teachers to run for any elective office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to serve on jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. (69, 81)

G-2. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G-3. The Right to Vote

The National Education Association recognizes the right to vote as a constitutional right which should be guaranteed to all people. The Association therefore urges support for the extension of the Voting Rights Act of 1965. (81)

G-4. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers designated by the local education association; parents; and representatives of community organizations, business, clergy, and media, which reflect the ethnic make-up of the community in developing, implementing, and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic-American teachers and administrators because of desegregation and bilingual programs. (69, 81)

H-2. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs
b. Appropriate classroom and other student-related activities
c. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies
d. The reduction of the ratio of students to certificated staff; this reduction should be to the level teachers determine to be essential to improved learning
e. The further development of continuing education programs to educate school and community personnel
f. The training of police in behavioral sciences, sociology, and human relations. (72, 80)

H-3. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69,75)

H-4. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H-5. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, including equal pay for comparable worth, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex, and supports the EEOC guidelines which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language by the united teaching organization.

The Association supports the right of reproductive freedom for all women. The Association urges all branches of government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (69, 81)

H-6. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some individuals, adult or juvenile, from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 80)

H-7. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-8. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills; and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, may be basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear war and free resources for important domestic problems. (73, 81)

H-9. Federal Support for Public Welfare

The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H-10. Testing

The National Education Association recognizes that testing of students, preschool through job entry, may be appropriate for such purposes as—

a. Identifying learning needs
b. Recommending instructional activities
c. Describing student progress.

The Association opposes the use of tests that deny students full access to equal educational opportunities or that are used to evaluate teachers.

The Association believes that standardized tests should not be administered when they are—

a. Potentially damaging to a student's self-concept
b. Biased
c. Used as the only criterion for student placement
d. Invalid, unreliable, or out-of date
e. Used as a basis for the allocation of federal, state, or local funds
f. Used by testing companies or publishers to promote their own financial interests at the expense of sound educational uses
g. Used to compare individual schools
h. Used in an exploitive manner by the media
i. Used as the sole criterion for graduation or promotion
j. Inappropriate for the use intended
k. Used as a criterion for the development of a state system of classification of schools and/or school systems. (78, 80)

H-11. Criterion-Referenced Tests

The National Education Association believes that criterion-referenced tests are a viable alternative to standardized norm-referenced tests. Such tests should be designed to describe student performance based on carefully developed curriculum. It is inappropriate to administer criterion-referenced tests that do not specifically measure instructional content.

Staff, time, instructional materials, and other resources should be provided to assist students who experience difficulty achieving the desired criteria reflected by tests. (80)

H-12. Truth in Testing

The National Education Association believes that intelligence, aptitude, and achievement tests have historically been used to differentiate rather than to measure performance and have, therefore, prevented equal educational opportunities for all students, particularly minorities, lower socioeconomic groups, and women. Contemporary research on the structure of the intellect identifies multiple and varied mental operations and advances the significant premise that these operations can be taught, that intelligence is dynamic rather than fixed.

The Association further believes that the truth-in-testing movement is an important step for bringing about long-needed test reform. Therefore, it urges all state affiliates to strive for passage of truth-in-testing legislation that includes a provision for each individual test taker to receive a copy of all test questions, scores, and rationale for correct answers. (80)

H-13. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

H-14. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby. (70, 75)

H-15. Voting Requirements

The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 74)

H-16. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H-17. Abuse of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical and mental abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges it affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 80)

H-18. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights, and urges the U.S. government to withhold any and all forms of military aid to governments that violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H-19. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination," thereby making a direct threat against the state of Israel. The Association further condemns all subsequent actions that have the effect of excluding Israel from full participation in the UN.

The Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the right of nations to coexist within safe and secure borders. It applauds the successful and continuing efforts of Egypt and Israel in accomplishing this vital goal in setting the example for peace in the Mideast. (76, 81)

H-20. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges the Department of Defense Schools to take positive steps to recruit minority educators effectively. (79, 81)

H-21. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H-22. Extremist Groups

The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious and other individual differences, the rights of others, and the importance of these to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80)

H-23. Protection from Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. Further, when such assault occurs, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. Further, the Association recognizes and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81)

H-24. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs for these veterans to meet their needs now and in the future. (81)

H-25. The Holocaust

The National Education Association believes that a way to prevent events which have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Universal Teacher Rights

The National Education Association supports the efforts of all Associations of Educators in the world to secure basic rights for their members.

The Association condemns all governments for their roles in any acts of injustice against their teachers and organizations and, thus, the children of those countries.

The Association stands ready to help all Associations of Educators to obtain their basic rights as listed in the NEA Resolutions. (81)

I-2. Education in El Salvador

The National Education Association supports the efforts of the National Association of Salvadorean Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (81)

I-3. Education in Guatemala

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (81)

I-4. Strong Professional Associations

The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-5. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 79)

I-6. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decision-making levels of the united teaching organization there should be minority participation at least proportionate to the identified ethnic minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the Representative Assembly. (72, 79)

I-7. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for Presidential appointments in the field of education be based on significant accomplishments in the educational community.

The Association requests that Presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors. (70, 80)

I-8. Retired Teacher Participation

The National Education Association believes that the united teaching organization should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76)

I-9. Supporting Locals in Jeopardy

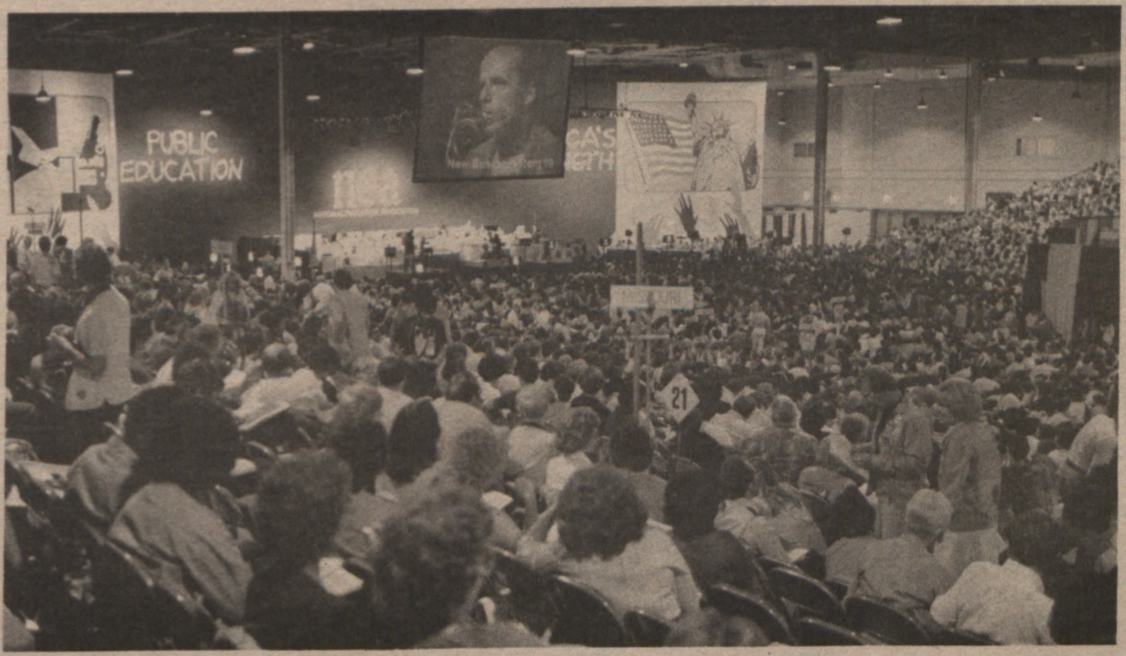
The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. The Association urges its affiliates to initiate and support programs which will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 81)

I-10. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession, and urges its state affiliates to promote this concept. (80, 81)

REP ASSEMBLY SETS NEW DIRECTIONS FOR NEA



MINNEAPOLIS—Through hours of parliamentary debate, some 7,100 delegates to the 1981 Representative Assembly set NEA policy for the calendar year that begins September 1. Key action items direct the Association to—

- Oppose any requirement that "creationism" or so-called "creation science" be taught equally with evolution theories, and monitor bills requiring such teaching as they are introduced in state legislatures.
- Urge NEA members not to accept employment in three districts where collective bargaining disputes have forced teachers to resign or be replaced—Jordan, Utah; Mariemont, Ohio; and Ravenna, Ohio.
- Give highest priority to fighting the establishment of tuition tax credits.
- Encourage NEA members and affiliates to support the sale of American-made goods and products.
- Raise the suggested contribution to NEA's political action arm (NEA-PAC) to at least $10 per member per year.
- Urge all radio and television networks to delay projection of national election results until all polls are closed.
- Monitor and, where possible, take legal action to combat distortions and misrepresentations in the political campaigns already being waged against key congressional friends of education.
- Support state associations in their fights against educationally damaging tax initiatives.
- Condemn the government of El Salvador for its role in the assassinations and other acts of violence and injustice against members of the National Association of Salvadorean Educators (ANDES).
- Gather information about human rights violations and the status of teachers in Guatemala, and report it to the Board of Directors for appropriate action.
- Reinforce the Association's commitment to the concept of teacher centers and actively support those members who are involved in them.
- Urge the dismissal of U.S. Interior Secretary James Watt, charging him with "destructive" policies on conservation.
- Begin a continuing "technology awareness campaign" to inform leaders, members, staff, and the general public about the complex issues of instructional technology. ☐

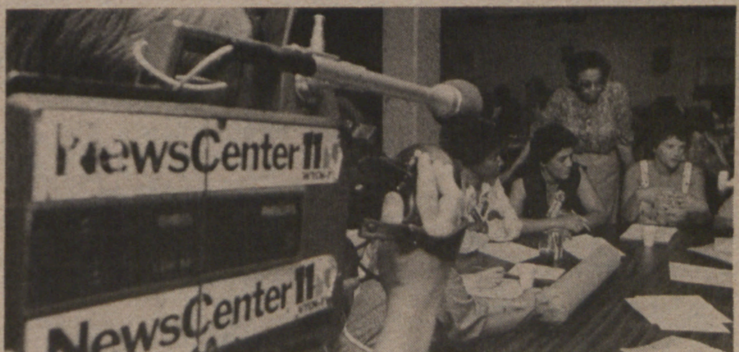
Workshops explore instructional issues

MINNEAPOLIS—Kicking off this summer's NEA annual meeting was a day-long instructional issues conference where the focus was on tying teachers' professional concerns to organizational know-how.

The conference, titled "Teaching in the 80's" and mandated by last year's Representative Assembly, opened with a general session at which NEA Assistant Executive Director Don Cameron, NEA Instruction and Professional Development Director Sharon Robinson, and 1980 Teacher of the Year Beverly Bimes set the tone.

Bimes, a high school English teacher in St. Louis, Mo., outlined the "ABC's of professionalism": Accept the responsibility of becoming the real authority on education issues; Believe in ourselves as the heroes of our profession; and Control our destiny by creating our own themes and communicating them aggressively to counter the negative teacher image put forth by the media.

After giving Bimes a standing ovation, the delegates broke into a dozen groups for teacher-helping-teacher workshops on such topics as mainstreaming, the parent-teacher conference, teacher centers, computer networks, human relations education, and reading in the content areas. ☐



Instructional issues workshop drew media attention as convention delegates played the role of secondary students in a lively discussion of the Ku Klux Klan, using new curriculum materials.

New curriculum guide helps teachers counter KKK appeal to students

MINNEAPOLIS—Most heavily attended of the workshops at the July 2 instructional issues conference here was a session at which NEA released a new kit of lesson plans that secondary teachers can use to guide class discussions of racial bigotry and the resurgence of the Ku Klux Klan, neo-Nazis, and other extremist hate groups.

The curriculum guide was developed by NEA, the Connecticut Education Association, and the Council on Interracial Books for Children (CIBC).

NEA-IPD will make the lesson plans available through special training workshops upon request from state affiliates.

Copies of the 72-page guide, titled "Violence, the Ku Klux Klan, and the Struggle for Equality," may be ordered for $4.95 each from CIBC, 1841 Broadway, New York, NY 10023. ☐

RETIREMENT ROUNDUP

Something new!

This month the "NEA Reporter" launches a new section of special interest to NEA's 55,000 retired members.

On these two pages in each "Reporter" you'll be kept up to date on the issues that concern you most—such as Social Security and pension reform. Feature stories will bring you reports on your retired colleagues around the country. You'll also learn details of new services available to you as an NEA retired member.

We want to hear from you. Let us know what you're doing in your community, in politics, in a second career—or what you'd like to see in this section. Write to "NEA Reporter" Retired Edition, 1201 Sixteenth Street, N.W., Washington, DC 20036.

P.S. If you're NOT a retired member and have received this special edition due to an error in our records, please notify us and enclose your mailing label so you'll receive the regular "Reporter" in the future.

nea
RETIRED
MEMBERS
PROGRAM
Keeping in touch
professionally,
politically,
economically
and socially

At this summer's NEA Representative Assembly in Minneapolis, delegates looking ahead to their retirement years found an exhibit booth describing the benefits of maintaining their NEA affiliation.

Did you know?

- You can get legal advice on writing a will, buying a house, getting a divorce, and other personal legal matters at reduced prices through NEA's Attorney Referral Program. This service, now operating in 29 states and the District of Columbia, allows you two *free* legal consultations per year on any personal civil matter except taxes. You also get a 30 percent discount on attorneys' fees.
- You can save up to 50 percent of the cost of prescriptions by using NEA's prescription service program, operated by Pharmaceutical Services, Inc. A full line of name-brand and generic medicines is available, as well as many nonprescription items.
- If you maintained NEA life insurance during your active teaching career, you can continue that protection now by keeping your Association membership.
- The NEA Travel Service offers a wide range of tours, with or without academic credit, tailored to fit your travel plans.
- As an NEA member you are entitled to a 7 percent discount on standard unlimited mileage rates or a 40 percent discount on regular time and mileage rates on Hertz rental cars. NEA/Hertz identification cards may be obtained by writing NEA Special Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

America's not just for young folks anymore

WASHINGTON, D.C.—The United States has long had a love affair with youth—but it may be slowly ending. While the median age of Americans was 28.1 in 1970, it's now up to 30.2, according to the 1980 census.

People aged 55 to 64 now make up 9.5 percent of the U.S. population, and the 65-plus group has jumped from 9.9 to 11.2 percent of the populace in the last 10 years.

Within just a few years, demographers predict, persons over 65 will outnumber teenagers.

As the graying of America accelerates, the older population—which is primarily female—will wield greater political clout. The concerns of this age group will become the concerns of the nation as a whole.

Average retirement age is now 62. With people leaving the workforce earlier but living longer, they are spending an increasing percentage of their lives—up to one-fourth—in retirement.

This change has tremendous implications for business (more health aids and fewer diapers to be sold), for education (more classes geared to the older student), for the travel industry (more tourists with time and money to spend), and for almost every other facet of American life. ☐

NEA battles to keep Social Security secure

WASHINGTON, D.C.—The 36 million Americans now receiving Social Security payments may not get their next cost-of-living increase until October 1982, three months later than originally scheduled.

Some 3 million older citizens—three-fourths of them women—who depend on Social Security's minimum benefit of $122 a month may be out of luck come next April.

And in the future, people desiring to retire "early" (at age 62) may be unable to afford to do so. A person who now retires at 62 gets 80 percent of the Social Security payment he or she would get at age 65, but that figure may be reduced to 55 percent.

These are but three of the changes in the Social Security system proposed by President Reagan. House and Senate committees have held extensive hearings on the Reagan plan and should be ready to resume work on the legislation after the Labor Day recess.

If the plan is adopted as it stands now, who would bear the brunt of these huge cutbacks that would be phased in over the next five years? Older women, according to the report of a task force set up by the House Select Committee on Aging.

Teachers' stake in Social Security programs is outlined by NEA Government Relations Director Linda Tarr-Whelan during an SOS (Save Our Security) coalition press conference in Washington. At left is William Hutton, executive director of the National Council of Senior Citizens.

The earnings gap between women and men as well as women's tendency to move in and out of the labor market because of family responsibilities make older women disproportionately vulnerable to the cutbacks the Administration has sought, the panel concluded.

And because a higher proportion of women than men retire before age 65 from declining health and loss of jobs, they would be especially hard hit by the changes in early retirement benefits.

As the final legislation is being shaped by House and Senate committees, NEA will continue to lobby against the Reagan cuts in Social Security benefits. The Association is working with a national coalition called Save Our Security (SOS), made up of some 90 labor, religious, consumer, and senior citizen groups.

At a recent SOS press conference here, NEA's head of government relations, Linda Tarr-Whelan, said that cutting payments would be especially harmful for teachers, who retire with average benefits of less than $5,000 annually. "Cutting benefits for these people is unthinkable," she said.

Tarr-Whelan repeated the Association's long-standing support of general revenue financing for Social Security. Over the long haul, she said, as more older people leave the workforce and fewer young people move in, payroll taxes won't be able to support the system. Congress should use interfund borrowing, partially support Medicare with general revenues, and make administrative improvements to keep the system solvent, she added—calling the Reagan "solutions" a "clear example of budgetary overkill." ☐

The Peace Corps wants you

WASHINGTON, D.C.—When President John F. Kennedy signed an executive order in the spring of 1961 creating the Peace Corps, this new program was considered an idealistic venture for young people. It was a way for those fresh out of college to make their mark on the world or to avoid the Vietnam-era draft.

Twenty years later, the average volunteer is 27.6 years old, but 5 percent of all Peace Corps volunteers—285 men and women—are over 50 years of age. The oldest volunteer is 79.

Age and experience are valued and respected in most parts of the world, so retired teachers are especially welcome in the program. If you have experience in math, science, home economics, or industrial arts, the Peace Corps needs you. Teachers with a degree or five years' experience in special education are also needed.

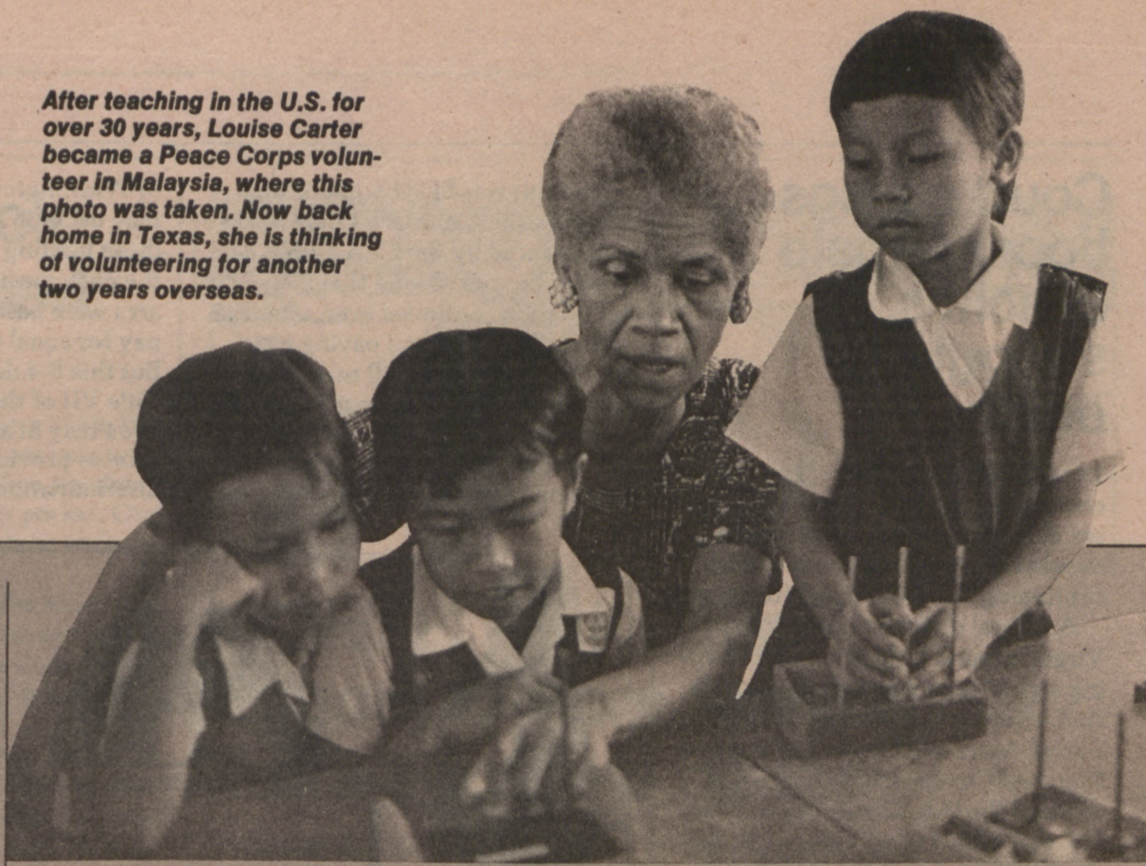
Skills in agriculture, construction, nursing, business, and engineering are in great demand. So is fluency in Spanish or French, although in many countries English is still used in schools and in business—a vestige of British colonial influence.

Volunteers, who generally serve for two years, are given 8 to 10 weeks of intensive training in language and job skills. That could mean learning more about health and nutrition practices, developing home gardens, or organizing local crafts cooperatives.

The oldest current Peace Corps volunteer, 79-year-old Odilon Long, who is now in his 13th year of service in Africa, has helped design and construct schools, bridges, and a football pavilion.

Some 5,500 volunteers now serve in 62 developing countries. Applicants must be U.S. citizens, medically qualified, and if married, serve with their spouse. Volunteers receive a monthly living allowance of $297, plus a readjustment stipend of $125 paid when the term is over.

For more information, write Peace Corps, Washington, DC 20525, or call toll-free 800/424-8580, extension 93. ☐


After teaching in the U.S. for over 30 years, Louise Carter became a Peace Corps volunteer in Malaysia, where this photo was taken. Now back home in Texas, she is thinking of volunteering for another two years overseas.

'I'd like to go again,' says a former volunteer

TEXARKANA, TEXAS—Louise E. Carter had retired from 30 years of teaching elementary students in Louisiana, Texas, and Illinois when her son-in-law, a Peace Corps director, suggested she join up.

"They needed teachers of modern math and elementary science—and that's what I had taught," Carter explained. So in 1971, at the age of 56, she found herself teaching once again—this time second graders in Kota Bharu, Malaysia—and training local teachers.

Although learning the Malay language was difficult, "after a while it began to sound natural," recalls Carter. She was the oldest person among her group of volunteers, most of whom were in their 20's. Many of her younger companions became discouraged by the primitive living conditions and quickly went home. Not Louise Carter.

"I would open my front door carefully, to make sure the oxen didn't walk in," she remembers. She found the local diet of hot curry unpalatable but was able to survive on a supply of cabbage, potatoes, and canned mackerel.

The worst part was the snakes, she says. "They were everywhere. I had to shake out my shoes in the morning. I got used to living with rats, too—and the lizards that would suddenly jump on the table."

Finally, at the urging of local citizens, Carter left what "had to be a barn" and moved into a hostel with other Malaysians.

"To know and love the people, you have to live as they live," asserts Carter, who is very proud of the many friendships she developed with Malaysians. In fact, because of the personal relationships, she says, "I hated to leave."

Carter returned to Texarkana to take care of some family affairs. She now works at a preschool here. "I had trouble with students in upper grades not learning," she explains, "so I had an itch to get down to where it all begins."

But Louise Carter isn't content to stay home. "I would love to go again," she says. "These countries need people trained in health and nutrition. I've been thinking about East Africa. I may go again next year." ☐

Maine teacher leader 'retires' into life as political activist

LEWISTON, MAINE—For 30 of her 42 teaching years, Geneva Kirk taught high school social studies here in this old textile mill town north of Portland. Two years ago she retired—into a part-time career as a political volunteer.

The change came gradually, said Kirk, who has not always been politically active. Her involvement started back when "I got real upset with President Nixon," she explained.

During her 1971-72 term as president of the Maine Teachers Association, Kirk led the MTA/NEA into its first political endorsement (backing Kenneth Curtis, then a candidate for governor).

"I caught a lot of flak from the older teachers who told me, 'We just don't do things like that,' " she recalled. "I said, 'We do now!' "

During the 1980 Presidential election, Kirk spent many mornings at the local Democratic office, fielding questions and helping collect absentee ballots. She had Carter volunteers staying in her home. Jimmy Carter never made it to Lewiston, but "I had lunch with Rosalyn Carter, and I met Walter Mondale when he was here," Kirk reported.

More recently, she helped initiate Lewiston's first public employee coalition—embracing teachers, fire fighters, police officers, and other government workers—to help defeat a proposal to place a cap on city spending.

With no elections to work on in the immediate future, Kirk has turned to another of her pet projects—"Partners of the Americas," a program through which the state of Maine exchanges teachers and students with the state of Rio Grande del Norte, Brazil.

"I had two women staying with me this summer from Brazil," said Kirk, who has twice visited Brazil herself. She recently completed a book for Maine schoolchildren on their "sister state" in Brazil.

Kirk is also active in the Androscoggin County Retired Teachers Association, which is part of MTA and NEA, and works four days each week at a "living museum" where Maine life of 100 years ago is re-created. ☐

Geneva Kirk holds the G. Caroline Morris Award, MTA's highest honor for political action.

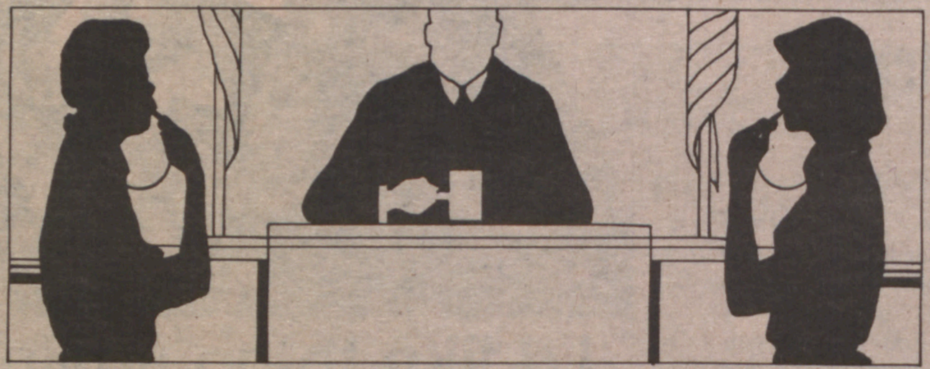
Court rulings boost female coaches' struggle for equity

WASHINGTON, D.C.—Two recent court decisions in lawsuits involving sex discrimination in employment should help female coaches in their continuing battle for equal treatment.

A federal district court in West Virginia found last spring that coaching a girls' team requires the same skill, effort, and expertise as coaching a boys' team, and concluded that the Marshall County school board had violated the U.S. Constitution, Title VII of the 1964 Civil Rights Act, and the 1963 Equal Pay Act by not compensating girls' coaches.

The suit was filed by junior high school basketball coach Linda Burkey and financed by the NEA DuShane Fund. The court found that illegal discrimination continued even after the school district started paying girls' coaches, since they still earned only half as much as boys' coaches. Burkey was awarded back pay.

Meanwhile, a Supreme Court decision handed down in June—*County of Washington, Oregon v. Gunther*—may usher in a whole new era for those fighting pay discrimination. In the past, most successful suits in this area were based on the notion of equal pay for equal work in identical jobs. But this 5-4 decision makes clear that Title VII of the Civil Rights Act of 1964 may in appropriate circumstances provide protection against sex discrimination in wages beyond that afforded by the Equal Pay Act.



The suit was filed by female prison guards who claimed that because of their sex, the county paid them less than male prison guards, whose jobs were similar but not identical. NEA joined a friend-of-the-court brief supporting the plaintiffs.

"In the field of education, this decision has significant implications for Title VII claims involving alleged discrimination in the pay rates of male and female coaches," says NEA Deputy Counsel David Rubin. "Under *Gunther*, a female coach will not be required to present the proof necessary to make out an Equal Pay Act claim. Rather, at least where a claim of disparate treatment is involved, intentional discrimination can be proved even if the jobs—a male baseball coach and a female softball coach, for example—are not substantially equal." ☐

Dismissal overturned

N.C. superior court affirms probationary teacher's rights

BREVARD, N.C.—Jolene Prewit-Parker, a nontenured high school English teacher here who was given no reason for her nonrenewal in the spring of 1979, has won her case in court.

With the backing of the North Carolina Association of Educators (NCAE) and NEA, Prewit-Parker had sued the school board—contending her unexplained dismissal at the end of her second year of teaching was arbitrary and capricious. Now a Transylvania County superior court judge has agreed, ordered her reinstated, and awarded her two years' back pay.

The ruling sets an important precedent for all probationary teachers in the state. "This is a landmark decision that shows good teachers can't be dismissed at the whim of some school board," said NCAE President John Wilson. "It should establish the fact that school boards do not have the right to act in an arbitrary and capricious manner when they are dealing with the lives and careers of fellow human beings."

Prewit-Parker holds a master's degree in English; her teaching ability had never been in question. She says she eventually intends to return to the classroom because teaching is her first love. But in the meantime she is caught up in finding a publisher for her recently completed historical romance.

She has only praise for the role of NCAE and NEA in her successful suit. "Without their support, I never would have had the guts to continue my fight," she admits. ☐

Jolene Prewit-Parker's first-person account of her dismissal, featured in* the NEA Reporter *last fall, drew an outpouring of supportive letters from NEA members around the country. What advice would she now give a nontenured teacher facing a similar ordeal? "Although it's difficult, we must stand up for our rights. With confidence, with perseverance, we can win."

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter*. One such vote was taken at the July 3, 1981, Board meeting.

Subject of roll-call vote:
To approve for transmittal to the 1981 Representative Assembly the proposed NEA program budget for 1981-82. (129 YES, 0 NO, 0 ABSTAIN, 2 NOT VOTING, 0 ABSENT)

Key:
'Y'—voted in favor
'NV'—vote not recorded on the issue
'**'—submitted statement on vote

NAME	STATE	VOTE
Dotson	Ala.	Y
Jones	Ala.	Y
Potter	Alaska	Y
Beachem	Ariz.	Y
Guy	Ariz.	Y
Johnson	Ark.	Y
Curfman	Calif.	Y
Estrellas	Calif.	Y
Foglia	Calif.	Y
Hodgkins	Calif.	Y
Kuiper	Calif.	Y
Logue	Calif.	Y
Shaw	Calif.	Y
Tinson	Calif.	Y
Vick	Calif.	Y
Bradshaw	Colo.	Y
Lansford	Colo.	Y
McLean-Waller	Conn.	Y
Rossomando	Conn.	Y
Testerman	Del.	Y
Coluzzi	D.C.	Y
Scott	Fla.	Y
Wilson	Fla.	Y
Scott	Ga.	Y
Wright	Ga.	Y
Elento	Hawaii	Y
Hovey	Idaho	Y
Betterman	Ill.	Y
Mack	Ill.	Y
Mishler	Ill.	Y
Hanna	Ind.	Y
Miller	Ind.	Y
Moudy	Ind.	Y
Halliburton	Iowa	Y
Mitchell	Iowa	Y
Peterson	Kans.	Y
Steele	Kans.	Y
Harvey	Ky.	Y
Nall	Ky.	Y
Coleman	La.	Y
Scott	La.	Y
Sullivan	Maine	Y
Jones	Md.	Y
Kuker-Kihl	Md.	Y
Gilmore	Mass.	Y
Johnson-Taylor	Mass.	Y
Lopes	Mass.	Y
Schutt	Mass.	Y
Christian	Mich.	Y
Davenport	Mich.	Y
Duckworth	Mich.	Y
Smith	Mich.	Y
Zook	Mich.	Y
Bauermeister	Minn.	Y
Holman	Minn.	Y
Newton	Minn.	NV
Bradley	Miss.	Y
Keeling	Mo.	Y
Johnson	Mont.	Y
Kaldahl	Nebr.	Y
Conrad	Nev.	Y
Jenis	N.H.	Y
Blackburn	N.J.	Y
Gibson	N.J.	Y
Goldman	N.J.	Y
Graham	N.J.	Y
Parish	N.J.	Y
Smith	N. Mex.	Y
Cleveland	N.Y.	Y
**Washington	N.Y.	NV
Cummings	N.C.	Y
Rader	N.C.	Y
Wilson	N.C.	Y
Gallagher	N. Dak.	Y
Abel	Ohio	Y
Dorsey	Ohio	Y
Potts	Ohio	Y
Savage	Ohio	Y
Willcox	Ohio	Y
Dyer	Okla.	Y
Fulton	Okla.	Y
Lawrence	Ore.	Y
Wiper	Ore.	Y
Mosher	OV	Y
Farr	Pa.	Y
Huntley	Pa.	Y
Mechlowitz	Pa.	Y
Mitchell	Pa.	Y
Wyland	Pa.	Y
del Valle	P.R.	Y
Mello	R.I.	Y
Cooper	S.C.	Y
Horgen	S. Dak.	Y
Akers	Tenn.	Y
Martin	Tenn.	Y
Pike	Tenn.	Y
Brock	Texas	Y
Foster	Texas	Y
Harrell	Texas	Y
Hilger	Texas	Y
Hunt	Texas	Y
Stacey	Texas	Y
Peterson	Utah	Y
Scott	Vt.	Y
Coffey	Va.	Y
Gant	Va.	Y
Nelson	Va.	Y
Amos	Wash.	Y
Horne	Wash.	Y
Wahlquist	Wash.	Y
Keeney	W. Va.	Y
Lewandowski	Wisc.	Y
Schleife	Wisc.	Y
Stephenson	Wisc.	Y
Anderson	Wyo.	Y
Benson	At Large	Y
Masters	At Large	Y
Sproul	At Large	Y
Treibley	At Large	Y
Bernat	SNEA	Y
Cadow	SNEA	Y
Duncan	SNEA	Y
Bowser	Ex. Com.	Y
Burse	Ex. Com.	Y
Fujimori	Ex. Com.	Y
Obermeyer	Ex. Com.	Y
Owens	Ex. Com.	Y
Woodard	Ex. Com.	Y
Futrell	Ex. Com.	Y
Freitag	Ex. Com.	Y
McGuire	Ex. Com.	Y

**Reginald Washington (N.Y.) submitted the following statement regarding his position on the issue: "I was unable to attend the meeting in time for the budget vote due to circumstances involving my hotel arrangements. I would like it recorded that I would have voted in support of the budget."

NEA AFFILIATES IN ACTION

OHIO: OEA airs textbook deficiencies to show need for more state $$$

COLUMBUS—If students in Ohio were to believe what they read in their schoolbooks, they'd think that gasoline costs 33 cents a gallon, that the United States has yet to land a man on the moon, and that interest rates are hovering around 5½ percent.

The age and inadequacy of public school textbooks in use across the state were brought to light recently by teachers who responded to an Ohio Education Association (OEA/NEA) textbook survey. The Association used its findings to show the legislature and Ohio citizens an easy-to-understand consequence of inadequate school financing.

"It is embarrassing that a state with Ohio's ability to pay for quality education would allow school funding to deteriorate to the point where basic school textbooks are not even available to some of our students," says OEA President Nancy Luddeke. "And those that are available are sometimes so out of date that they are almost useless to the teacher and student."

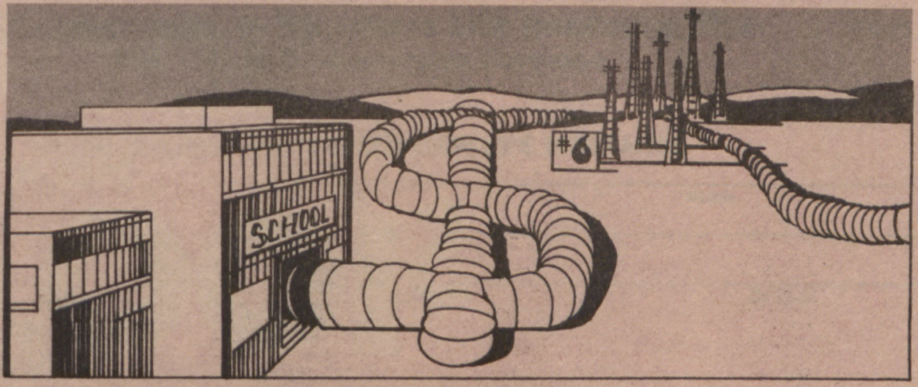
The survey turned up plenty of examples of outdated materials. A family life book used by high school students pictures teens in bobby socks, crew cuts, and poodle skirts. A bookkeeping text for grades 9-12 describes net incomes in the $7,000 to $9,000 range as "lucrative." A 1964 business education book still in use says a "reasonably expensive" home will sell for $12,000.

The survey also revealed that many Ohio teachers have few or no books for their students to use. One teacher wrote, "No texts (have been) purchased for my classes since 1968. We have paperbacks which are long worn out. Teacher replaces when possible on limited basis from his pocket. Once in a while students purchase replacement copies."

The OEA survey results have drawn press attention throughout the state. An editorial in the Columbus *Dispatch* is typical of the media response: ". . . Shortages in school funding must be addressed. The legislature must do more than just talk about money problems. The public too must realize the schools need help. Or the education of children will be as inadequate as the books."

With money still tight, how are Ohio teachers coping with the textbook nightmare? Many are using creative solutions to help make the situation tolerable. One teacher, for example, reports using her own money to buy books at garage and library sales; another coordinates a gigantic fundraising project each fall to raise money for supplies. Many try to get sample copies from textbook manufacturers.

The survival technique mentioned most often, however, is preparing worksheets and handouts for students. But one frustrated teacher was a little disenchanted even with that approach. "I spend hours at home making dittos and worksheets," she wrote, "and have even put together my own health booklets for my students. I am then hassled because I use too much ditto paper. In the long run, I'm sure the textbooks would cost much less than the paper I must use." ☐



NORTH DAKOTA: School dollars flowing, thanks to new oil tax

BISMARCK—North Dakota is one of a handful of states having no difficulty funding public education and other services this fall—thanks to a state tax initiative approved by the voters last November.

"Measure 6" imposes a 6½ percent severance tax on oil produced here, with over half the resulting revenue earmarked for education. The state legislature recently approved a $423.6 million biennial education budget—a huge increase over the last biennium's appropriation.

Teacher salaries here, ranked 45th in the nation, have gotten a boost as a result of Measure 6. North Dakota Education Association (NDEA/NEA) President Jerry Fornes says negotiated salary hikes in new contracts have averaged nearly 20 percent. "Since 50 percent of current education dollars have been spent on instructional staff," he notes, "it's logical that half of the new money should go into salaries."

Only 18 months ago, North Dakota was in the same dire financial straits as other states: teaching positions were being cut and many districts were having difficulty raising mill levies. In March 1980, NDEA and NEA surveyed the state to pinpoint strategies that could be used to increase education funding.

The survey results showed that raising taxes on the energy industry was a popular suggestion. (Although North Dakota is one of the top 15 oil-producing states, it has ranked near the bottom in tax revenue generated from the oil industry.)

NDEA organized a coalition with farm and labor groups to gather signatures for the oil tax initiative, then campaigned to win voter approval. In an impressive victory over the powerful oil lobby, Measure 6 passed by a healthy 57 percent margin.

Under the state's new education budget, the amount earmarked for basic pupil aid will jump 47 percent in the first year and 64 percent in the second. North Dakota will now provide—for the first time—full funding for public kindergarten. ☐

TEXAS: Fair dismissal law caps TSTA legislative gains

AUSTIN—The Texas State Teachers Association (TSTA/NEA) recently completed one of its most successful legislative drives in years. Heading a long list of accomplishments, according to TSTA President Dora Scott, is passage of a due process/fair dismissal law—something TSTA has been seeking for 12 years.

The new law mandates annual written evaluations for teachers and stipulates that they must receive copies of their job appraisals. Any school district wishing to nonrenew a teacher employed on a term contract must now give reasons for the decision—based on the evaluation. Teachers must be notified by April 1, and they are guaranteed the right to appeal.

Prior to the law's enactment, boards could simply allow teaching contracts to expire without explanation. Ninety percent of the state's teaching staff are hired for one-year terms.

President Scott characterizes the bill as "one of the most significant pieces of education legislation in the last decade." It's also the first job protection legislation ever passed in Texas, she adds.

The fair dismissal bill received overwhelming support in both houses of the legislature as the result of massive lobbying by some 400 TSTA contact team members. The effort was helped, Scott notes, by the fact that 80 percent of the Association's endorsed candidates for the legislature won their races last November.

Also achieving passage in the recently concluded legislative session were TSTA-backed bills that will hike teacher pay by 26.6 percent over the next two years, raise certification standards for persons entering the teaching profession, improve the teacher retirement system, offer legal protection to student teachers, and expand bilingual programs in the elementary grades. ☐

From left, Phyllis Kittinger, chair of TSTA's Legislative Committee, Dora Scott, TSTA president, and John Donaldson, chief Association lobbyist, react as Texas House of Representatives approves 26.6 percent pay raise for teachers.

$100,000

Now, it's $100,000

More life insurance protection to help you keep up with the times!

NIE Life Insurance . . . affordable protection for today's higher cost of living.

No one has to tell you about the ever-shrinking buying power of the American dollar. Inflation may be a problem of national proportions but it still affects each and every one of us in our daily lives.

To help protect your family against the consequences of soaring inflation, you need life insurance more than ever before . . . and you may need *more* insurance than before. That's why your Association has expanded the New Independent Educators (NIE) Life Insurance Plan to offer you up to $100,000* of financial security for your family. This increased coverage can give your family the extra buying power they'll need should they have to adjust to life without you.

After all, life insurance benefits mean money for food, clothing, mortgage payments, education and many other essentials of life for your survivors. Through your Association's NIE Plan, you may be able to purchase up to *$100,000 of additional coverage**, regardless of any other type of insurance you already have, even NEA plans. This is a decreasing group term life insurance plan, offering higher amounts of protection for those years when your family's needs may be the greatest. And, despite inflation, this program is one of the few things that has never gone up in price!

For your spouse and children— a very important option for very important people.

Now, you can take advantage of these same reasonable NIE group rates to provide this kind of protection for your eligible family members, too. That's important, because whether a professional or a home-maker, your spouse affects your family's financial security. If something should happen to either one of you, just think about the possible loss of income, basic living expenses, the cost of child care and running a household—to name but a few of the financial consequences which could severely affect your family's current and future life-style. With today's inflation and tomorrow's prices, you'll realize that your spouse may need life insurance protection just as much as you do.

You should also think about life insurance protection for your children. With NIE, you can provide coverage for your dependent children which allows conversion to an individual policy at age 21 *without a medical examination!*

Choose protection to meet tomorrow's needs.

How much life insurance you need may depend on how much protection you have now, when it was purchased, and your present life-style. Times are constantly changing, and you must remember that inflation affects more than the cost of food and clothing; it impacts the relative value of your life insurance, too. For example, consider a $10,000 life insurance policy purchased in 1970. Today, its actual worth is only about half the original amount of protection (i.e., $5,000) when you consider what those dollars can buy today. In 1990, this same policy could be worth considerably less assuming inflation continues at its current upward trend.

If you haven't reviewed your life insurance coverage recently, now is a good time to think about purchasing or upgrading coverage with your Association's expanded NIE Life Insurance Plan . . . just to keep up with the times.

For you . . .
As an example, if you are under age 30, this plan can provide $10,000 of protection for $12 a year, $50,000 for $52 a year, and $100,000 for $102 a year.

For your family . . .
If you select coverage under Schedule 3 or above (see chart), you can take advantage of the optional spouse and dependent child(ren)'s coverage. Spouse coverage is equal to 50% of the member's amount of insurance according to the schedule selected. Dependent child(ren) are covered for the amount shown for each schedule. Regardless of how many children you insure, your contribution remains the same.

Who is eligible?

Protection under the NIE Life Insurance Plan is available to all active, educational support, life, student or staff NEA members in good standing. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S or Independent Educators are also eligible to apply for this additional coverage. Coverage continues as long as you remain eligible, make the required contribution within two months of the due date, and the overall plan remains in effect.

If you leave the field of education or retire, you may still be eligible to continue your NIE Life Insurance Plan as long as you remain a member of NEA.

Your eligible dependents are your spouse (except in the case of divorce or annulment) and unmarried children between 14 days and 21 years of age who are not members of the military service. Stepchildren, foster and legally adopted children who depend upon you for support, may be included. If both husband and wife are insured under this plan as members, they are ineligible for dependent spouse coverage and only one of them may cover children as eligible dependents.

Once you have dependents insurance for your children, each additional child automatically becomes insured 14 days after birth. No notification of birth is necessary. A dependent's coverage terminates when the dependent no longer meets eligibility requirements, the necessary contributions are not made when required, or the member's coverage terminates.

Important facts you should know about NIE.

No medical exam—The underwriter does not require a pre-enrollment physical examination, although you must be able to certify that the answers are "yes" to certain health statements on the enrollment form. If you cannot certify "yes" to the health statements, coverage may still be available and you should mark the appropriate box to receive a more detailed enrollment form. Your statements and answers on the enrollment form, if acceptable to the underwriter, are the basis for providing coverage under the program.

Continuance of insurance during total disability—at no cost—If, as an insured member, you become totally disabled before age 60 and remain so disabled for at least six months, your member coverage will remain in effect in accordance with the schedule under which you are insured, for the entire period of total disability at no cost to you. Proof of disability must be furnished as required. Should you die during the first 12 months of such disability, your insurance will be paid even if you have not furnished proof of disability or if contributions were not continued.

To be considered totally disabled, you must be unable to perform any and every duty pertaining to your occupation and not engaged in any gainful work. However, after the 30th

*Amounts vary by age and the schedule you select.

Plan Schedules

For New Independent Educators Insurance Plan

	Schedule 1		Schedule 2		Schedule 3		Schedule 4		Schedule 5	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$10,000	$ 6.00 m	$20,000	$11.00 m	$30,000 *15,000* 3,000	$ 16.00 m *8.00 s* 4.50 d	$40,000 *20,000* 4,000	$ 21.00 m *10.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 26.00 m *13.00 s* 7.50 d
30 — 39	$10,000	$ 7.00 m	$20,000	$13.00 m	$30,000 *15,000* 3,000	$ 19.00 m *9.50 s* 4.50 d	$40,000 *20,000* 4,000	$ 25.00 m *12.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 31.00 m *15.50 s* 7.50 d
40 — 49	$10,000	$15.00 m	$20,000	$29.00 m	$30,000 *15,000* 3,000	$ 43.00 m *21.50 s* 4.50 d	$40,000 *20,000* 4,000	$ 57.00 m *28.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 71.00 m *35.50 s* 7.50 d
50 — 59	$ 6,000	$24.00 m	$12,000	$47.00 m	$18,000 *9,000* 3,000	$ 70.00 m *35.00 s* 4.50 d	$24,000 *12,000* 4,000	$ 93.00 m *46.50 s* 6.00 d	$30,000 *15,000* 5,000	$116.00 m *58.00 s* 7.50 d
60 — 69	$ 4,000	$36.00 m	$ 8,000	$71.00 m	$12,000 *6,000* 3,000	$106.00 m *53.00 s* 4.50 d	$16,000 *8,000* 4,000	$141.00 m *70.50 s* 6.00 d	$20,000 *10,000* 5,000	$176.00 m *88.00 s* 7.50 d
Over 70	$ 1,000	$32.00 m	$ 2,000	$63.00 m	$ 3,000 *1,500* 1,500	$ 94.00 m *47.00 s* 2.25 d	$ 4,000 *2,000* 2,000	$125.00 m *62.50 s* 3.00 d	$ 5,000 *2,500* 2,500	$156.00 m *78.00 s* 3.75 d

	Schedule 6		Schedule 7		Schedule 8		Schedule 9		Schedule 10	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$ 60,000 *30,000* 6,000	$ 31.00 m *15.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 36.00 m *18.00 s* 10.50 d	$ 80,000 *40,000* 8,000	$ 41.00 m *20.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$ 46.00 m *23.00 s* 13.50 d	$100,000 *50,000* 10,000	$ 51.00 m *25.50 s* 15.00 d
30 — 39	$ 60,000 *30,000* 6,000	$ 37.00 m *18.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 43.00 m *21.50 s* 10.50 d	$ 80,000 *40,000* 8,000	$ 49.00 m *24.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$ 55.00 m *27.50 s* 13.50 d	$100,000 *50,000* 10,000	$ 61.00 m *30.50 s* 15.00 d
40 — 49	$ 60,000 *30,000* 6,000	$ 85.00 m *42.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 99.00 m *49.50 s* 10.50 d	$ 80,000 *40,000* 8,000	$113.00 m *56.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$127.00 m *63.50 s* 13.50 d	$100,000 *50,000* 10,000	$141.00 m *70.50 s* 15.00 d
50 — 59	$ 36,000 *18,000* 6,000	$139.00 m *69.50 s* 9.00 d	$ 42,000 *21,000* 7,000	$162.00 m *81.00 s* 10.50 d	$ 48,000 *24,000* 8,000	$185.00 m *92.50 s* 12.00 d	$ 54,000 *27,000* 9,000	$208.00 m *104.00 s* 13.50 d	$ 60,000 *30,000* 10,000	$231.00 m *115.50 s* 15.00 d
60 — 69	$ 24,000 *12,000* 6,000	$211.00 m *105.50 s* 9.00 d	$ 28,000 *14,000* 7,000	$246.00 m *123.00 s* 10.50 d	$ 32,000 *16,000* 8,000	$281.00 m *140.50 s* 12.00 d	$ 36,000 *18,000* 9,000	$316.00 m *158.00 s* 13.50 d	$ 40,000 *20,000* 10,000	$351.00 m *175.50 s* 15.00 d
Over 70	$ 6,000 *3,000* 3,000	$187.00 m *93.50 s* 4.50 d	$ 7,000 *3,500* 3,500	$218.00 m *109.00 s* 5.25 d	$ 8,000 *4,000* 4,000	$249.00 m *124.50 s* 6.00 d	$ 9,000 *4,500* 4,500	$280.00 m *140.00 s* 6.75 d	$ 10,000 *5,000* 5,000	$311.00 m *155.50 s* 7.50 d

**Age of member at time of claim
†Based on age of member on each due date

Policy Form 31300 GEN AS5-704

month of such disability, you must be unable to engage in any occupation for which you are reasonably fitted by education, training or experience, and not engaged in any gainful work.

Conversion rights—Should you become ineligible under the plan, you are guaranteed the opportunity to convert within two calendar months to one of a number of Prudential individual policies, without furnishing evidence of good health. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy. Arrangements may also be made to convert each terminating dependent's insurance to individual policies under similar conditions.

Your beneficiary—You may choose any beneficiary to receive the proceeds from your life insurance, and you may change your beneficiary at any time. If a covered dependent dies, benefits will be paid to the insured member if living, otherwise to the dependent's estate.

The underwriter—Through the NEA Life Insurance Plans, unified members have enjoyed reliable term life insurance protection at reasonable cost since 1961. The NIE Plan is underwritten by The Prudential Insurance Company of America, known for quality service and financial responsibility for over a century. The NEA Insurance Plans are administered by the NEA Members Insurance Trust.

Effective date—NIE Insurance for yourself and your eligible dependents becomes effective on the first day of the month following: (1) receipt of your enrollment form with the initial semiannual contribution and (2) approval of your enrollment form by The Prudential Insurance Company of America.

When you're planning for tomorrow . . .

Consider today's steadily rising costs. Then compare the costs and benefits of your Association's New Independent Educators Life Insurance Plan with any other now available. We think you'll find the NIE to be the plan you need to keep up with the changing times.

To enroll, complete the enclosed enrollment form. Then just mail with your initial semiannual contribution as indicated in the Plan Schedule you select to:

NEA Life Insurance
P.O. Box 433
Fort Washington, Pennsylvania 19034

If you wish to enroll for additional coverage, check the appropriate box on the enrollment form, and mail in the enclosed envelope. You will be sent the appropriate enrollment form.

Upon acceptance, your insurance certificate will be forwarded by mail. If you are in any way dissatisfied with this certificate, you may return it up to 14 days after receipt to cancel coverage and receive a full refund of your initial semiannual contribution.

Underwritten by:

Prudential

The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES

NEA...Working for you

Calculating contributions . . . an example.

I am 43 years old and would like to buy $40,000 worth of NIE Life Insurance for myself. I would also like to insure my spouse and three children. How much would my semiannual contribution be?

At age 43, $40,000 of member coverage is Schedule 4.

Contribution for member is $57.00
Contribution for spouse is $28.50
Contribution for all children is . . . . $ 6.00

Total semiannual contribution is . . $91.50

Remember, all contributions are based on the attained age of the member to be insured.

KEY

m = **Insured member's information shown in bold**
s = *Insured member's spouse information shown in italic*
d = Insured member's dependent children information shown in regular

New Independent Educators Life Insurance Plan

R-9-81

With Optional Dependents Coverage

ENROLLMENT FORM

NATIONAL EDUCATION ASSOCIATION LIFE INSURANCE

1. NAME ______________________________
Last First Middle

2. RESIDENCE ______________________________
Number Street
____
City State Zip Code

3. SEX ☐ Male ☐ Female

4. DATE OF BIRTH ______________
Month Date Year

5. BENEFICIARY (Example: Mary A. Doe, Not Mrs. John Doe)
____
First Name Middle Initial Last Name Relationship

6. I am already insured under the NEA Insurance Plans
PLAN ______________________________
IDENTIFICATION NUMBER ______________________________
☐ I am not insured under the NEA Insurance Plans

7. Please enroll me (and my eligible dependents, if indicated) in the New Independent Educators Life Insurance Plan. Total coverage under the New Independent Educators Life Insurance Plan is limited to the amounts shown in Schedule 10. (Includes new and any current amounts you have). CHECK APPLICABLE BOXES.
☐ Check here if enrolling for NIE coverage *for the first time* and complete chart below:

(CHECK COVERAGE DESIRED):		Semiannual Contribution
☐ Member Coverage	Schedule ____ Member's Age ____	$__________ m
☐ with Spouse Coverage		$__________ s
☐ with Dependent Child(ren) Coverage	Note: Dependents' coverage may be selected only under the schedule selected for member coverage	$__________ d
	TOTAL CONTRIBUTION	$__________

Please make check payable to NEA Insurance for this amount

☐ Check here if you want *additional NIE Coverage* with spouse and/or dependent child(ren) coverage, if desired. The appropriate application will be sent to you for completion. *Send no payment now.*

Example: Your current NIE member coverage is $40,000. You wish to add $30,000 coverage on yourself and have your spouse's coverage at $35,000 (one-half of the new $70,000 member coverage) and your dependent child(ren) coverage at $7,000.

I certify that I am currently an active, educational support, life, student or staff member in good standing of the National Education Association.

Name of State Association ______________________________
Name of Local Association ______________________________

HEALTH STATEMENTS

I certify by signing below that I can answer "yes" to the following statements.

☐ Check here if unable to answer "yes" to any of the statements below, and we will forward you a more detailed application.

1. I am now physically able to perform all the duties of my occupation, and I am working on a full-time basis (except student members). If applying for dependents' life insurance, I certify that they are presently not hospital or house confined.
2. During the last five years, I (or my dependents, if applying for dependents' life insurance) have never had or been treated by a doctor or other licensed practitioner for any known condition of the heart or other circulatory disorder, cancer, tumor or diabetes.
3. During the last five months, I (or my dependents, if applying for dependents' life insurance) have not been confined in a hospital or other institution due to illness for more than five days.
   IF APPLYING FOR COVERAGE UNDER SCHEDULES SIX THROUGH TEN,
   I FURTHER CERTIFY THAT:
4. During the last five years, I (or my dependents, if applying for dependents' life insurance) have never had or been treated by a doctor or other licensed practitioner for any known mental or nervous disorder or condition of the digestive system.
5. I (or my dependents, if applying for dependents' life insurance) have never been declined for life insurance or had the amount reduced.
6. My weight and that of my spouse if applying for dependents' coverage, falls within the indicated range for height as shown below:

Height		Weight
Less than 5 ft.	—	80 lbs. to 150 lbs.
5 ft. 0 in. to 5 ft. 6 in.	—	95 lbs. to 180 lbs.
5 ft. 7 in. to 6 ft. 0 in.	—	115 lbs. to 210 lbs.
Over 6 ft.	—	140 lbs. to 240 lbs.

I declare that the statements contained herein are true and understand that, if acceptable to The Prudential Insurance Company of America, they are the basis on which life insurance is provided under the group policy(ies) issued by Prudential to the NEA Members Insurance Trust.

Date signed ______________________________

Member's Signature ______________________ Spouse's Signature ______________________

For office use only: GRP 79379-1 ED 9-81 I. E.
Plan Code ______________________ I.D.# ______________________
Eff. Date ______________________ Ins. Amt. ______________________

NEA AND YOU

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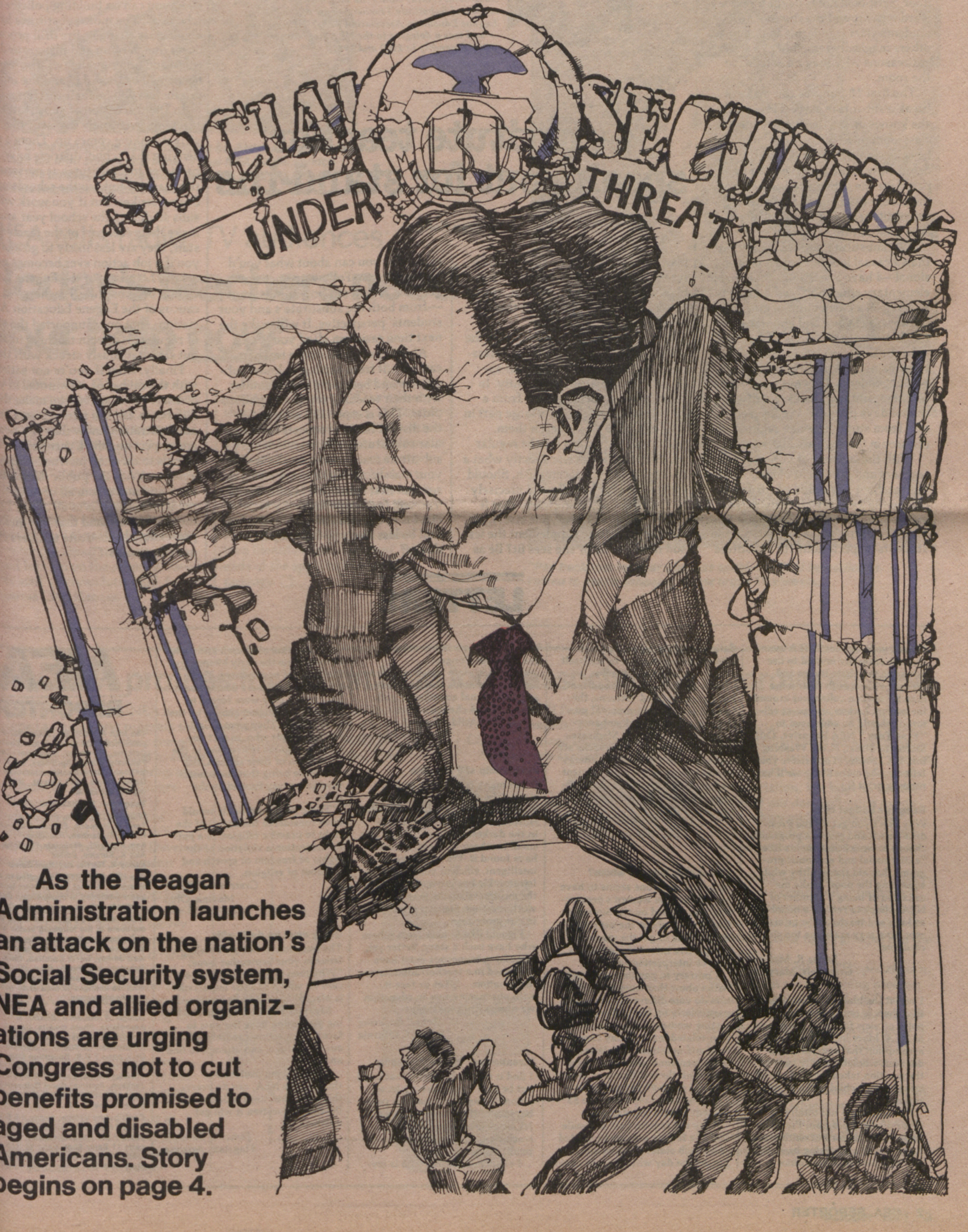

As the Reagan Administration launches an attack on the nation's Social Security system, NEA and allied organizations are urging Congress not to cut benefits promised to aged and disabled Americans. Story begins on page 4.

YOUR TURN

Substitute teacher speaks out for stand-ins

by Stan Collins

Stan Collins is in his 12th year of elementary substitute teaching in Eugene, Oregon. He has written several books on substitute teaching and recently won an NEA Hilda Maehling Fellowship for a project to upgrade the substitute's effectiveness in the classroom. Collins chairs the Eugene Association of Substitute Teachers—part of the Eugene Education Association (OEA/NEA)—and was a delegate to the NEA Representative Assembly in 1980 and 1981.

When a substitute teacher steps into the classroom, the environment often changes. The whispering starts. Chalk suddenly disappears. Pencils, books, and rulers crash to the floor. Scribbled notes begin their wayward trek around the room. A few students start wandering about and others magically remember 16 different reasons why they need to leave the room.

The first 15 minutes can make or break a substitute's day. How much she knows or can determine about classroom procedures, how effectively he can establish a rapport with students, how students have been prepared for the substitute teacher, how the absent teacher has regarded the substitute teaching role—all affect how a substitute's day will go.

As a substitute teacher, I am more than a casual laborer. I am a professional—I have a teaching credential in elementary education—who expects to carry on a curriculum planned by the absent teacher and endorsed by the district.

In the Eugene, Oregon, metropolitan area, we 375 substitutes serve 34,000 students, help out nearly 2,000 teachers, and work in excess of 16,000 school days per year. We keep education from stopping when regular classroom teachers are absent.

With the support of both regular teachers and other school personnel, our teaching role could be made less harrowing and considerably more productive. How? For one thing, the regular classroom teacher sets up the students' expectations for substitute teachers. If it is implied that a substitute is there only to maintain a semblance of control or to babysit, students aren't likely to respect that person as a *teacher*.

If it's made clear, however, that the substitute will continue normal classroom instruction, the class will approach the substitute differently. In short, what students expect from a substitute like me plays a large part in how effectively I can teach them.

It's also important for the regular teacher to make it clear exactly what a substitute should accomplish. Should the lesson plan be followed precisely (is it written down so clearly that it can be followed by anyone else?), or can the substitute supplement the lesson however he or she sees fit? Be as explicit as you can about what you'd like to happen. Follow up once you get back to find out how things went—from both the substitute's and your students' perspective. It will make the next time easier on all of you.

Also, regular classroom teachers can benefit from getting to know substitutes and becoming more familiar with their teaching styles and philosophies. This is especially effective if the district honors requests for particular substitutes. When you identify a substitute teacher who works well in your classroom, make every effort to see that that substitute is called back. You will feel better knowing your class is in capable hands, and the kids will be less likely to feel they have a day off.

All school employees can make the substitute teacher feel more a part of the school. Introduce yourself to a new face in the hall or in the faculty lounge. Offer any information or insight you can on building policies or schedules. The more substitutes know about class changes, fire drill procedures, lunch room and playground rules, and other guidelines, the less hectic will be their day and the more productive will be their teaching.

In any discussion of substitute teaching, eventually the issue of strikebreaking comes up. There's no denying that school districts have pandered to substitutes as personnel they can use to keep the schools open during strikes. But if you work with subs all during the school year and make them feel part of the teaching staff, they are less likely to go against you if a job action ever becomes necessary. Members of the Eugene Association of Substitute Teachers—a caucus of the Eugene Education Association—not only supported the strike of regular classroom teachers in 1978 but simultaneously struck with them.

Finally, what if you're not satisfied with the caliber of substitutes in your district? Here, again, you make the difference. Let the school board and administration know that you need and expect qualified, certified professionals to carry on instruction in your absence. With the public demanding more and more from all of us in the public schools, it is in all of our best interests to demand that top-quality, professional substitute teachers enter our classrooms. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Reagan's budget cuts

Why don't you get off the President's back and give his program a chance to work? Statements like "elitist social and economic programs that aid the wealthy while squeezing the poor" make me ashamed of being a member of NEA. I hope to remain a member as long as I teach, but your biased reporting may make me too sick to continue.

James R. McGann
Greenbelt, Maryland

I resent the blatant assumption that there is only one political point of view for all . . . members of NEA. More infuriating is the assumption that everyone who does not wholeheartedly support the position taken by NEA on all issues is anti-child and anti-education.

I am certainly not totally in favor of every program President Reagan stands for but neither am I opposed to everything he stands for. Everyone opposes runaway inflation and high taxes, but each interest group chooses to see itself above the need for cutbacks.

Sure education is all-important, but so are disabled veterans, the handicapped, environmental protections, national park enhancement, cancer research, Medicare, Social Security, etc. If cutbacks are necessary, let's expend our energy to make them in the most efficient way in *all* areas—rather than continue lobbying for each specific special interest.

Susan Cosgrove
Los Alamitos, California

Who makes laws for whom?

Now that everyone seems to have agreed that the women's perspective was needed on the Supreme Court, what about the next step? Isn't it time to get the women's perspective into *making* laws as well as interpreting them?

Contrary to popular myth, statistics show that women legislators *do* vote differently from men, particularly on issues directly affecting women: ERA, reproduction-related matters, day care centers, and questions of salaries, taxes, pensions, and Social Security. With these differences in perception, can a 97 percent male Congress fairly represent the 53 percent female population?

Why not require that one male and one female senator be elected from each state? That would hasten the day when women could be fairly represented in at least one house of Congress.

Women in state legislatures may soon be numerous enough to ratify a constitutional amendment calling for such a change.

Is this too wild a dream?

Henrietta Wexler
Washington, D.C.

Partnership still possible

I hear many complaints and stories about the relationship of teachers with their administrators. However, there is a silver lining in the darkest of clouds. We in this small northern California town have found it. We now have an intelligent, efficient young administrator. He has proven to us, even the most pessimistic, that we can work together. He shares our pride in our profession.

I would like to hear from others who have such a story. Better yet, something humorous must have happened in a teacher/administrator situation. . . . Let us face it, with our many crises in education we need a little sunshine.

Robert Ballering
Weed, California

'Creationism' in public schools

I find it deeply upsetting that I will not be able to support my local union during a negotiations year because of the recent stand the NEA has taken opposing the teaching of creationism in the public schools. . . .

I challenge anyone who is crying separation of church and state to reexamine the early history and literature of our country. Those who came here were fleeing countries where they were forced to practice the religion chosen by the government. They were a God-fearing people who, in fact, included religious instruction in the curriculum of their schools, the difference being that the schools were in no way funded by the state.

These people probably would have considered the denial of the right to practice religion in a public institution a violation of the rights of freedom of speech and freedom of religion.

Gretchen A. Petrie
Medina, Ohio

Query must be dealt with

The question in Bobbie Bowling's letter in your September issue, "Why then is teaching a profession on which so little importance is placed?" needs to be answered.

My question is: Does the teaching profession have the *guts* to face that question squarely, without subterfuge, and attempt to find an answer?

The teaching profession, through the NEA, can do everything else, but until it deals with Bowling's question it will get nowhere.

James L. Sanders
Flagstaff, Arizona

NEA REPORTER

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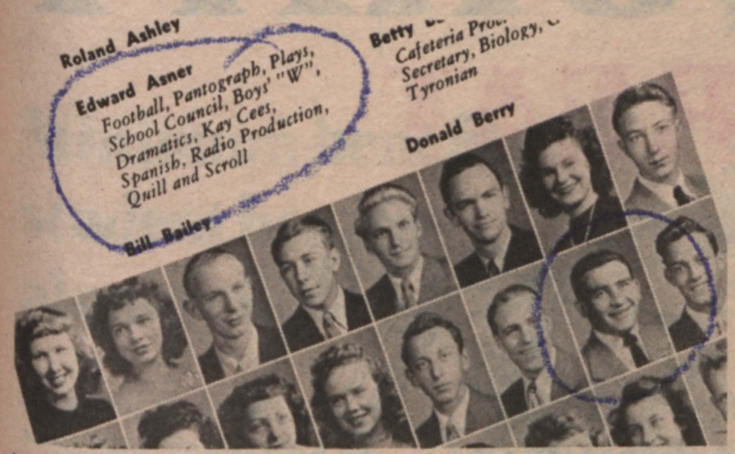
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Tyronian
Donald Berry

"Look at that gorgeous hair!" exclaims Ed Asner as he flips through his high school yearbook in new NEA public service spots. The messages salute those inspiring teachers whom students remember all their lives.

NEA tells radio, TV audiences:

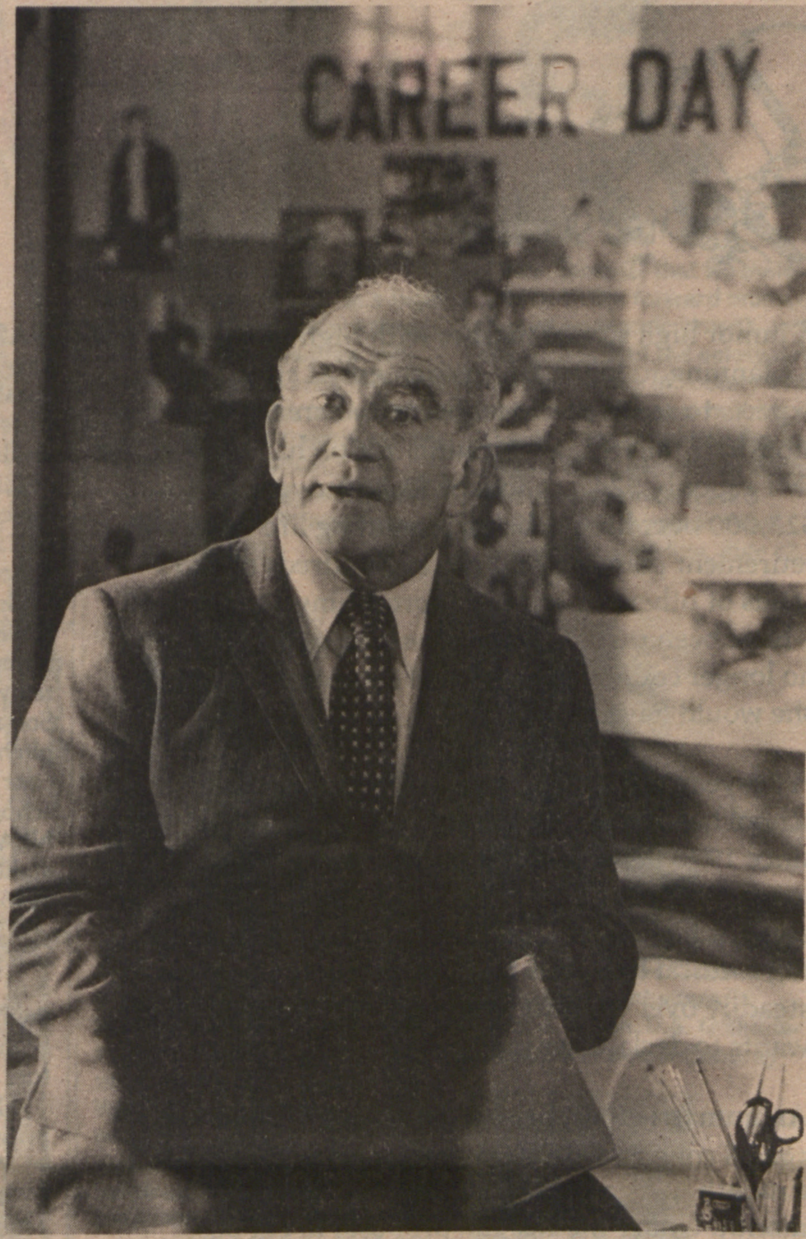
'Today's teachers need your help now'

WASHINGTON, D.C.—Radio and television stations across the country have begun airing new NEA public service messages that encourage adults to help teachers and students by getting involved in their local public schools.

The messages feature actor Ed Asner, who donated his time and unearthed his high school yearbook, shown in the TV spots. Asner reminisces fondly about teachers who helped him get on the school newspaper staff at Wyandotte High School in Kansas City, Kansas.

He offers a few ideas on how people can get involved. "Don't do anything fancy," Asner says. "Chaperone a field trip . . . or be a teacher's helper. Do it for the kids—or for that teacher who went the extra distance for *you*."

The spots offer a new NEA brochure listing other ways people can volunteer their time and talents to help make public education work. Many NEA affiliates have added their own identification "tag lines" to the ends of the spots to localize the message. ☐



"Pay back that teacher who was special to YOU by getting involved in public schools," Asner urges TV viewers.

New NEA profiles for action help local associations improve schools

WASHINGTON, D.C.—NEA has developed a unique new program that gives local affiliates and their community allies the tools they need to assess existing school policies and programs and to push for whatever changes may be needed.

Under the general heading of "Excellence in Our Schools," NEA Instruction and Professional Development offers a series of documents setting forth bench marks against which to evaluate specific programs and services in a school district. Each "profile" document includes survey instruments on which teachers rate the quality of various school offerings as excellent, adequate, or deficient.

These data are tabulated and analyzed at NEA Center and returned to the local association. Then, using the planning steps suggested in the profile document, the local can develop its own action plan for bringing about improvements where they are found to be needed—in specific schools or systemwide.

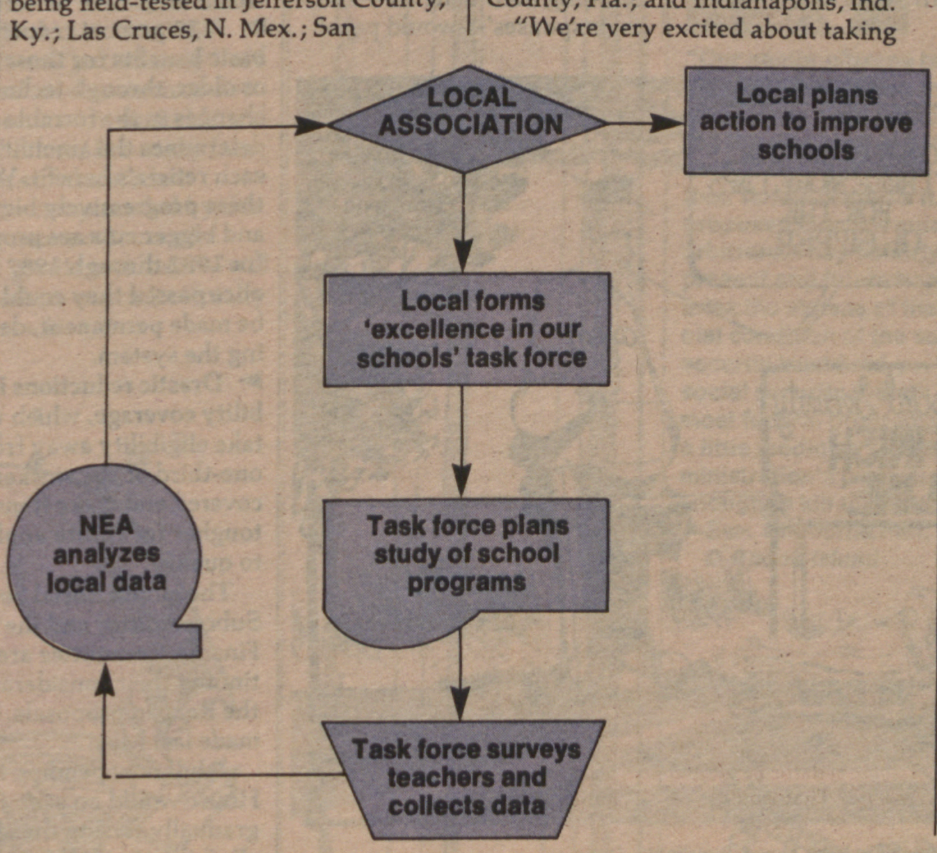
The first three of the new NEA-IPD documents deal with areas that have been fraught with confusion and conflict: education of the handicapped, bilingual education, and racial equality in the schools. They are now being field-tested in Jefferson County, Ky.; Las Cruces, N. Mex.; San Antonio and El Paso, Texas; Seattle, Wash.; Memphis, Tenn.; Orange County, Fla.; and Indianapolis, Ind.

"We're very excited about taking on this professional project to improve racial equality in our schools," reports Indianapolis Education Association President Pat Brown. "We see it as a way to improve the image of our association. We hope to use the results of our data collection to educate teachers and the community about the problems that make teaching here more difficult than it has to be."

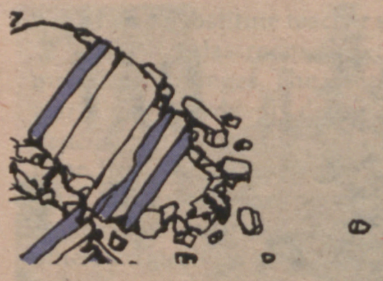
Working with teachers on the project will be a community component including representatives of the Indianapolis urban league, chamber of commerce, civil rights groups, and the local clergy.

Meanwhile, NEA-IPD specialists in Washington are developing profiles for action in the areas of student assessment, migrant education, teacher education, and college faculty governance. NEA's eventual goal is to offer a whole professional library of such profiles.

For information about initiating an "excellence in education" project in your district, contact your local association president or UniServ director, or your state association's IPD staff. ☐


LOCAL ASSOCIATION
Local plans action to improve schools
Local forms 'excellence in our schools' task force
Task force plans study of school programs
Task force surveys teachers and collects data
NEA analyzes local data

SOCIAL SECURITY



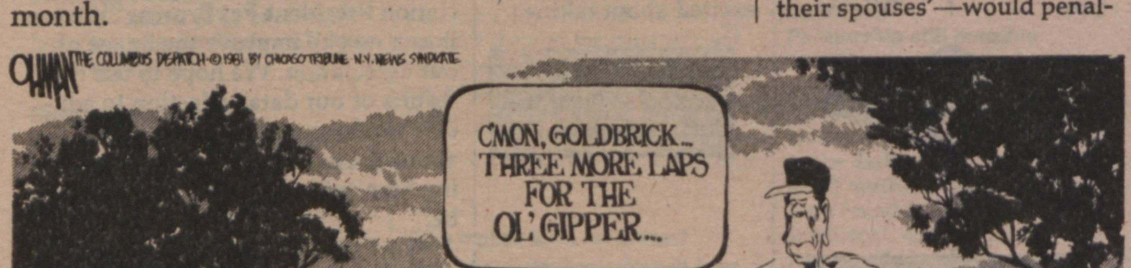
UNDER THREAT

A junior high school teacher with high blood pressure is planning to take early retirement at age 62 and expects to receive a Social Security benefit of $372 a month. If the Reagan Administration has its way, she will get only $247—a loss of $1,500 a year, or $23,000 over her probable remaining life span. Her retirement plans—like those of hundreds of thousands of other Americans approaching age 62 or 65—have been thrown into chaos as she finds she can no longer count on the level of income she thought she would have.

A 35-year-old secretary in an Oregon elementary school has lost six months of work out of every year since 1976 because of multiple sclerosis. She can no longer work at all and hopes to collect disability benefits for herself and her family to cope with mounting medical bills. But because she hasn't worked steadily over the past five years, the Administration wants to declare her ineligible.

An unmarried teacher in Appalachia who retired at age 65 collects a government pension of only $100 a month, plus a full Social Security benefit of $300 a month. Under the Reagan proposal to cut basic Social Security benefits by 10 percent, his total income—already well below the poverty level—will be reduced to $370 a month.

A paraprofessional's 75-year-old mother who clerked in a store for a few years in the 1940's has an earnings record that qualifies her for only $15 a month in Social Security benefits. Thanks to the $122 minimum benefit "floor," she has been getting $122 a month. From now on she will receive $15 a month.


OLIPHANT
THE COLUMBUS DISPATCH ©1981 BY CHICAGO TRIBUNE N.Y. NEWS SYNDICATE
C'MON, GOLDBRICK... THREE MORE LAPS FOR THE OL' GIPPER...
COACH
Social Security FINISH LINE
31

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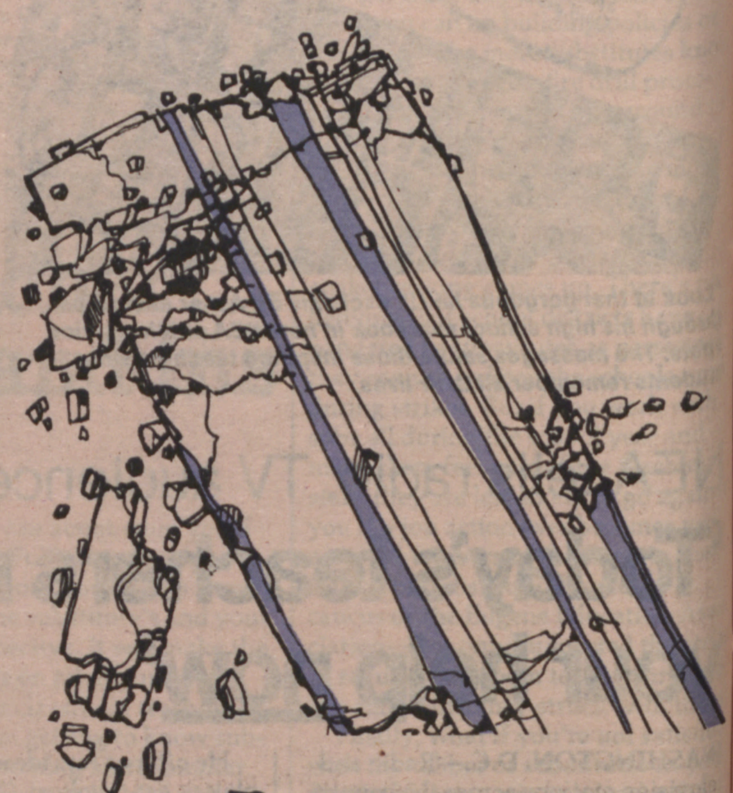
WASHINGTON, D.C.—The Reagan Administration's proposals to reduce benefits for all retirees, dependents, and disabled persons amount to nothing less than a full-scale attack upon the nation's Social Security system.

Some 36 million Americans—almost one in seven—now receive a monthly Social Security check. Nine out of ten workers are covered by Social Security in their employment, including 70 percent of all teachers and other school workers. Nearly every NEA member's family has a stake in the Social Security system.

The deep, deep cuts now being called for would represent a violation of the government's social contract with both Social Security contributors and recipients.

The Administration is pressing Congress hard for—

► **A one-third reduction in early retirement benefits.** Those who retire at age 62 now receive 80 percent of the full benefits they would collect at age 65. The President proposes cutting this to 55 percent—presumably to encourage people to continue working longer. About 70 percent of all workers now take early retirement, but most of them do so out of necessity, due to poor health or inability to find a job. Slashing their benefits—and their spouses'—would penalize them for conditions over which they have no control.



► **A 10 percent reduction of basic benefits for those age 65 or older,** through technical changes in the formula that determines the amount of each retiree's benefit. While these progressively bigger and bigger cuts are proposed for 1982 through 1987 only, once passed they could easily be made permanent, destroying the system.

► **Drastic reductions in disability coverage,** which would take eligibility away from one-third of the workers now covered and make it much tougher for future applicants to qualify.

The House Social Security Subcommittee and the Senate Finance Committee are continuing their consideration of the Reagan proposals, first made last May.

A bill now pending in the House would go even further, gradually **raising the age of eligibility for full Social Security benefits from 65 to 68.**

NEA and some 90 other national organizations in the Save Our Security (SOS) Coalition are lobbying intensively against any cuts in benefits. NEA and the coalition are also working to restore the $122-a-month minimum benefit, eliminated in this summer's first federal budget "reconciliation" bill.

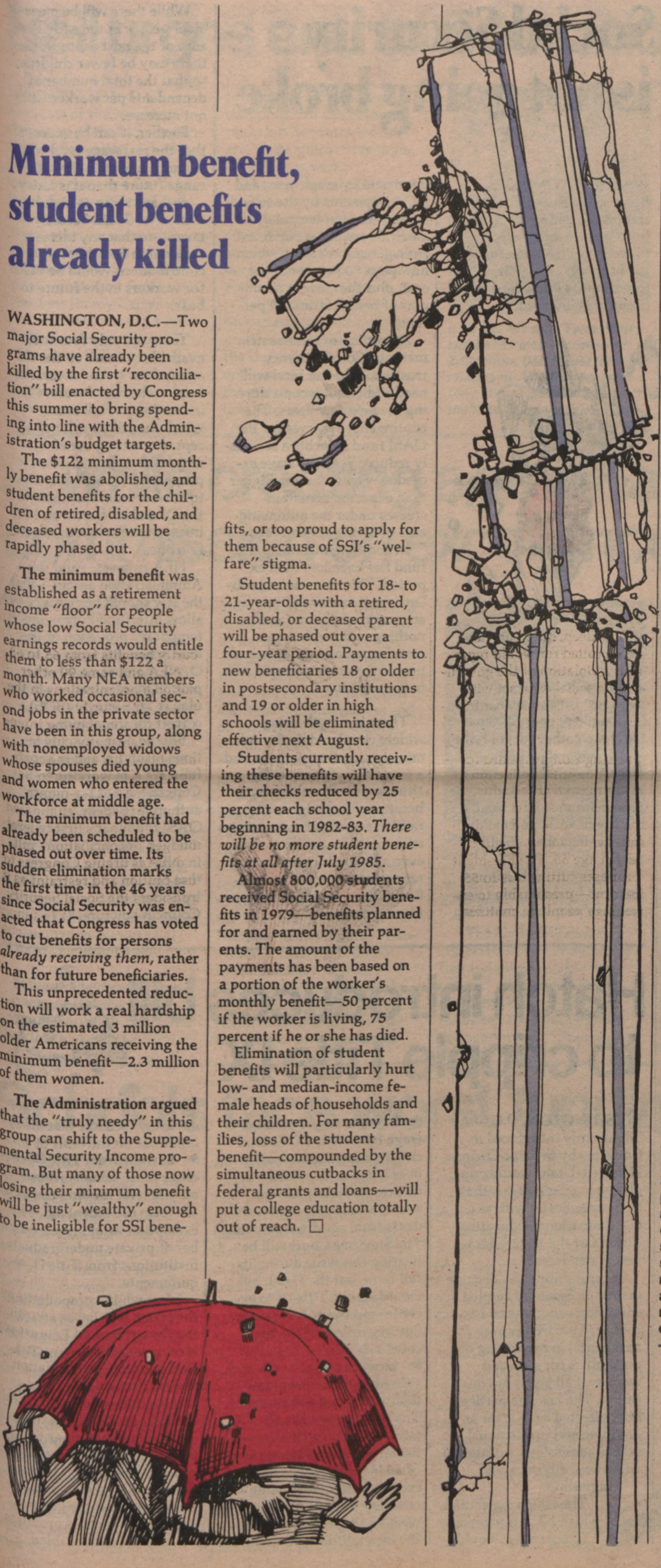
NEA is urging Congress to use caution and restraint as it considers the Social Security financing picture. "We simply do not know whether current economic conditions are an aberration or a long-term trend," NEA told a congressional hearing this summer. "At some future time it *may* be necessary to change [basic benefits], but we believe it is premature to act now."

NEA and its SOS allies are pushing for changes in the law to allow payroll taxes to be reallocated among the four Social Security trust funds. This would take care of temporary cash flow problems resulting from recent high inflation.

Regardless of any Social Security financing bill that may be passed or defeated by Congress, the Administration can be counted on to press for deeper Social Security cuts through the "reconciliation" step in the budget process.

NEA has called on its local affiliates to ask all members in all school buildings to launch a massive letter-writing campaign that will let Congress know in no uncertain terms that the government must keep its promises to the aged and disabled. ☐

Minimum benefit, student benefits already killed



WASHINGTON, D.C.—Two major Social Security programs have already been killed by the first "reconciliation" bill enacted by Congress this summer to bring spending into line with the Administration's budget targets.

The $122 minimum monthly benefit was abolished, and student benefits for the children of retired, disabled, and deceased workers will be rapidly phased out.

The minimum benefit was established as a retirement income "floor" for people whose low Social Security earnings records would entitle them to less than $122 a month. Many NEA members who worked occasional second jobs in the private sector have been in this group, along with nonemployed widows whose spouses died young and women who entered the workforce at middle age.

The minimum benefit had already been scheduled to be phased out over time. Its sudden elimination marks the first time in the 46 years since Social Security was enacted that Congress has voted to cut benefits for persons *already receiving them,* rather than for future beneficiaries.

This unprecedented reduction will work a real hardship on the estimated 3 million older Americans receiving the minimum benefit—2.3 million of them women.

The Administration argued that the "truly needy" in this group can shift to the Supplemental Security Income program. But many of those now losing their minimum benefit will be just "wealthy" enough to be ineligible for SSI benefits, or too proud to apply for them because of SSI's "welfare" stigma.

Student benefits for 18- to 21-year-olds with a retired, disabled, or deceased parent will be phased out over a four-year period. Payments to new beneficiaries 18 or older in postsecondary institutions and 19 or older in high schools will be eliminated effective next August.

Students currently receiving these benefits will have their checks reduced by 25 percent each school year beginning in 1982-83. *There will be no more student benefits at all after July 1985.*

Almost 800,000 students received Social Security benefits in 1979—benefits planned for and earned by their parents. The amount of the payments has been based on a portion of the worker's monthly benefit—50 percent if the worker is living, 75 percent if he or she has died.

Elimination of student benefits will particularly hurt low- and median-income female heads of households and their children. For many families, loss of the student benefit—compounded by the simultaneous cutbacks in federal grants and loans—will put a college education totally out of reach. ☐

Debate sharpens issues

"Benefits are paid as an earned right as well as a legal right. It is not surprising that the country is reacting with outrage to proposals that would violate the compact between the contributing worker and his government."
—Robert M. Ball, *U.S. Commissioner of Social Security, 1962-73*

"It is essential that we maintain both the forward momentum of economic growth and the strength of the safety net beneath those in society who need help. We also believe that it is essential that the integrity of all aspects of Social Security be preserved."
—Ronald Reagan *as Presidential candidate, July 17, 1980*

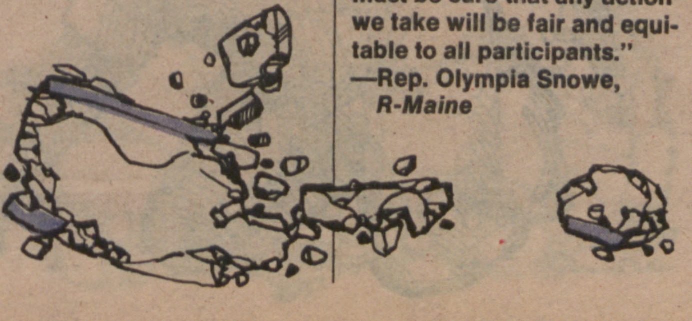
"This administration has sent a confusing and frustrating message to older Americans. In proposing massive cuts in the social security retirement system, it has told them they must work more years and then expect lower benefits once they retire. . . . We have *a good faith agreement* with these Americans. Others may propose to break this agreement, but the Congress simply must not permit that it be done."
—Rep. Jim Wright, *D-Texas*

"It is a myth that Social Security should maintain everyone at a middle-class level in their retirement years."
—John Svahn, *U.S. Commissioner of Social Security*

"We are facing the most devastating bankruptcy in history on or about November 3, 1982. . . . The growth of Social Security benefits must be slowed and it must be slowed soon."
—David Stockman, *director, Office of Management and Budget*

"Our senior citizens have enough pressure on them to make ends meet without facing the prospect of being unable to afford to retire even if their health requires it. The proposed cuts are much too arbitrary. They unfairly make present and future beneficiaries the victims of the financial condition of the social security trust fund. . . . The social security system, like most federal programs, needs a little medicine but the administration's proposal is enough to kill the patient."
—Sen. Claiborne Pell, *D-Rhode Island*

"While we must face the fact that the program is due for reform, we must also keep our promise to current recipients who depend on their benefits and cannot plan for new sources of income, and to those who are quickly approaching retirement age. We must be sure that any action we take will be fair and equitable to all participants."
—Rep. Olympia Snowe, *R-Maine*



Pension offset: a lingering problem

WASHINGTON, D.C.—As part of the campaign to protect Social Security benefits for members and their families, NEA continues to press Congress for repeal of the "government pension offset" provision passed in 1977.

While it pales somewhat beside the unprecedented current threats to basic benefits, this four-year-old provision remains an NEA target because of its discrimination against teachers and all other public employees who retire from jobs not covered by Social Security.

If a public employee qualifies for dependent's benefits based on a spouse's work covered by Social Security, those benefits are reduced ("offset") dollar for dollar by the amount of his or her own government pension. A teacher or other employee in a school district that does not provide Social Security coverage can thus lose the entire spousal Social Security benefit when he or she retires.

Under current law, no such offset is applied to spousal benefits received by those with pensions from employment in nonprofit organizations not covered by Social Security, or those with pensions based on work which is also covered by Social Security.

The 1977 law that imposed the offset on government employees exempted women until December 1982; men are already affected. More than 100 members of the House of Representatives have sponsored bills over the years to repeal the offset, but none have passed.

As we go to press the House Social Security Subcommittee has tentatively agreed to phase in the offset for women beginning in 1983, but NEA lobbyists are working with individual subcommittee members to try to get that decision reversed. ☐

Social Security is not going broke

WASHINGTON, D.C.—Because the Reagan Administration is pushing major benefit cuts as the best way of preventing "Social Security bankruptcy" next year, it is important to know how Social Security is financed.

The system has four separate trust funds which, by law, are kept entirely separate from each other: the old-age and survivors' insurance (OASI) fund, the disability insurance (DI) fund, the hospital insurance (HI) fund, and the Medicare supplemental medical insurance (SMI) fund.

The first three funds are financed by deductions from workers' earnings, matching taxes paid by employers, and FICA payments by the self-employed. Supplemental medical benefits are financed from general revenue, which now pays 70 percent of the cost, plus the current premiums of beneficiaries (30 percent).

According to recent estimates by Social Security trustees, only one fund will need additional income during the next few years. The contingency reserves for the OASI fund have been seriously reduced as prices have exceeded wages, causing higher than expected benefit increases under the automatic cost-of-living adjustments.

In addition, income to the fund has been less than expected. This short-term problem is one caused entirely by economic conditions and has nothing to do with the increasing ratio of older retired people to younger people still in the workforce.

There is a myth being widely circulated by the Administration that we have had a progressively worsening situation for Social Security because of a change in the ratio of beneficiaries to contributors. The reality is that even a future increase in the ratio of those drawing benefits to those paying in is by no means certain.

While there will be more older people in the early decades of the next century, there may be fewer children, so that the total number of dependents per worker will not increase.

Further, it can be expected that the real wage level will be much higher in the long-range future than it is today—perhaps twice as high by 2025 after Social Security taxes—so that any increase required in Social Security contributions would be easier for workers in the future to bear.

There are only four tools available to shore up the old age and survivors' insurance fund in the near future: (1) increasing payroll taxes, which the public will not accept; (2) cutting benefits, which the Administration is proposing; (3) allowing OASI to borrow from surpluses in the DI and HI funds; and (4) infusing dollars from general revenues.

NEA believes—and the Administration agrees—that the law should be changed to allow interfund borrowing. A temporary provision of this kind would take care of the OASI shortfall until higher payroll taxes, already scheduled to take effect in 1985, correct the imbalance.

Should economic conditions result in further shortfalls, NEA recommends that Congress grant temporary authority to shore up the OASI fund from general revenues—a practice widely used in other countries and one that has been recommended by Social Security Advisory Councils since 1939. ☐

Hatch introduces bill to cripple Title IX

WASHINGTON, D.C.—A bill recently introduced in Congress by Senator Orrin Hatch (R-Utah) would cripple the one federal law that deals specifically with sex discrimination in education—Title IX of the 1972 Education Amendments.

By prohibiting sex discrimination in federally funded education programs and activities, Title IX has been instrumental in expanding opportunities for girls and women at all levels of education. The law has particularly affected such areas as graduate and professional school admissions, vocational education, athletics, and counseling.

The Hatch legislation, which NEA is vigorously opposing, would—

► **Remove employment coverage from Title IX.** Federal circuit courts are now split over whether the statute in its present form protects school employees or just students from sex discrimination. The Supreme Court will be hearing this issue during its fall term, but the Hatch bill would amend Title IX to exclude employees from coverage, regardless of the high court's decision.

► **Limit coverage to the specific educational programs that receive federal money.** The government has always interpreted Title IX as covering *all* educational programs of an institution that receives federal funds. Narrowing this coverage would critically weaken the law, permitting the expenditure of federal tax dollars on schools that discriminate on the basis of sex.

► **Exclude from Title IX coverage those schools whose only federal funding comes in the form of student aid.** This exemption would free a number of private undergraduate institutions from Title IX requirements.

Meanwhile, compounding the Hatch legislative attack, the Department of Education is reviewing all current Title IX regulations with an eye toward "reform."

Also under "review" by the Reagan Administration are regulations for enforcing laws that protect the rights of minorities (Title VI of the 1964 Civil Rights Act) and the handicapped (PL 94-142). ☐

Bell urges end to Education Department . . .

WASHINGTON, D.C.—Forecasts of the imminent extinction of the U.S. Department of Education picked up late this summer as a report leaked to the press that Education Secretary Terrel Bell had suggested to the White House other ways to organize federal education activities.

Dismantling the cabinet agency created by former President Jimmy Carter was one of Ronald Reagan's Presidential campaign pledges.

Secretary Bell reportedly came out in favor of converting the department into a research-oriented federal foundation for education and stripping it of its cabinet rank, but he presented several other alternatives to the President as well.

These included dispersing the department's functions among various other cabinet departments, merging it with another department, or making it an independent agency without cabinet status.

Bell's options appear to presume that the major programs now administered by the Department of Education will eventually be shifted to the states—an Administration proposal not yet accepted by Congress.

If he has his way, Terrel Bell will be the last Secretary of Education. Bell would like to remove his department from the cabinet and downgrade the federal role in education.

Acting in coalition with some 40 other organizations united on the need to ensure that the federal government maintains its legitimate role in education, NEA will do battle on this with all the resources at its command, pledged Association President Willard McGuire.

"Education's problems these days are many and loom large," he added. "We must assume that the Education Department challenge, tuition tax credits, and cuts in aid to critical school programs are all part of this Administration's plan to gut public education."

Several bills calling for the crippling or demise of the Department of Education have been introduced by various members of the House and Senate, but none are given much chance of passage. The Reagan Administration is expected to decide among the options laid out by Secretary Bell and to send its own reorganization proposal to Congress late this year. ☐

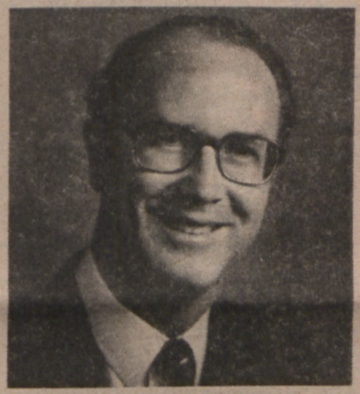
. . . while creating a new national commission on excellence in education

WASHINGTON, D.C.—A new National Commission on Excellence in Education has been named by Education Secretary Terrel Bell to find ways to improve the quality of the nation's schools, colleges, and universities—both public and private.

Announcing the appointment of the commission in late August, Bell said it will spend 18 months studying education from top to bottom and will then make recommendations on how to foster higher levels of academic excellence. The commission will conduct hearings throughout the country to receive testimony and expert advice.

Bell said the commission will encourage education policymakers at the state and local levels to adopt policies and standards that "will hold in high esteem the attainment of the highest order of literacy and academic competence." Special emphasis, he said, will be on writing with clarity and profoundness and on mastering mathematics, spelling, basic science, economics, and the principles of government in a democracy.

The commission will be headed by the president of the University of Utah and includes three other college presidents, two college professors, the governor of Minnesota, the 1981 Teacher of the Year, the president of the National School Boards Association, a California school board president, a New Mexico school superintendent, the Nebraska commissioner of education, and two high school principals.



University of Utah President David Pierpont Gardner will chair the newly established National Commission on Excellence in Education.

"The National Education Association welcomes any effort to achieve quality education," commented NEA President Willard McGuire following the commission's announcement. "The establishment of high and realistic standards for education and the teaching profession is our number one priority. We will continue our vigorous pursuit of academic excellence, and we wish the new commission well in its efforts to achieve our common objectives.

"Those of us who deal with the schools on a daily basis are well aware that there are no easy answers or quick-fix prescriptions for the nation's education ills. NEA is comforted by the fact that Secretary Bell noted in his news conference that teachers are not paid adequately and that 'thousands of them live on the edge of poverty.' We would hope that the commission would make that kind of information part of its report, because it's a foregone conclusion that academic excellence cannot be achieved without paying the price for quality teachers.

"NEA will watch very carefully the work of the commission. The Association urges its members to take advantage of every opportunity to provide input into the commission's study—particularly by participating in the hearings that will be held nationwide. NEA will give careful scrutiny to the commission's findings and recommendations to ensure that the right to equal educational opportunity for all Americans is not infringed upon.

"NEA will vigorously oppose any suggestions for elitist school systems or any findings that suggest support for tuition tax credits," McGuire concluded. ☐

Schools face worst funding crisis ever

WASHINGTON, D.C.—There are some 55,000 fewer teaching positions in public schools across the country this year than last—the largest one-year drop ever recorded. Teachers are losing their jobs because of an unprecedented combination of cuts in federal aid to education, state caps on taxes and spending, and declines in student enrollment.

Stringent local school budgets are also eliminating thousands of educational support and teacher aide positions, further curtailing services to students.

Big losers this fall are school districts that teach basic skills to children from the nation's poorest families under Title I of the Elementary and Secondary Education Act. In the face of reduced federal funding, some districts are cutting back staff in these programs by 20 percent or more.

School lunch programs have also been hard hit. Many districts are considering dropping them altogether, because the sudden reduction in federal subsidies has priced the lunches out of most students' reach. Other districts are scaling down their lunch programs and limiting menus.

The first wave of cuts in federal aid to schools took effect October 1; the full impact will not be known for several months. Additional cuts are in the offing for the 1982-83 and 1983-84 school years.

States where schools face the most severe money problems this fall include Ohio, Massachusetts, Michigan, Kentucky, and California. Schools' fiscal woes are being compounded by the reduced federal dollars available for other social programs, which will put more pressure on already pinched state and local treasuries and set up fierce competition among schools and other community services for the scarce funds.

An NEA survey of state affiliates in early September found many school districts being forced to make cuts in such vital programs as special education, remedial reading and speech, libraries, counseling, art, and music.

School systems are also increasing class size, cutting back on student transportation, slashing bilingual, vocational, and driver education programs—and even eliminating kindergarten.

Frustration over budget cuts, larger class sizes, and other issues triggered some 25 teacher strikes in a half dozen states during the Labor Day back-to-school period. As we went to press, many NEA state affiliates were reporting hundreds of master contracts still unsettled. ☐

SPOTLIGHT ON

A long-neglected group begins to speak out

Who has the most difficult job in the school system? Many would give that dubious distinction to the person who provides emergency coverage of the classroom when the regular teacher is out—the substitute teacher.

As one substitute described the experience, subbing means "rising at early hours, meeting many strangers, surviving in unfamiliar environments, playing policeman, practicing clinical psychology, and living in America on less than 35 dollars a day."

Given all the drawbacks, why would anyone want to take on this role? Many substitutes say they enjoy daily contact with students but don't want full-time teaching responsibilities. Stan Collins, a substitute in Eugene, Oregon, is one such person.

"Originally I took the job as a substitute teacher because I had difficulty finding a regular classroom position," he explains. Now in his twelfth year of substituting, Collins says he actually prefers his part-time status as a teacher because it allows him time to do other things. (*A guest editorial by Collins appears on page 2.*)

Quite a few people who occasionally sub *are* candidates for full-time teaching positions, however. They see substituting as a way to get their foot in the door of a very tight job market. Still others are older teachers who aren't ready to abandon the classroom entirely and want to ease into retirement.

Depending on the local district's hiring practices, others—such as graduate students and military personnel—may also be covering classrooms when the regular teachers are out.

Most substitutes see themselves as dedicated professionals who are underpaid and unappreciated by the rest of the education community. They report that they're often ignored by both teachers and administrators and that their teaching skills are not being fully tapped.

And they feel they have a poor public image—partly as the result of casual comments made by generations of students over the dinner table. (Parent: "What did you do in school today?" Student: "Oh, nothing. We had a substitute.")

In several states professional substitute teachers are now organizing to address their major concerns: low pay, no benefits, and poorly defined hiring practices. In a few districts subs are being included in the same bargaining unit as regular classroom teachers. Tacoma, Washington, is one such place.

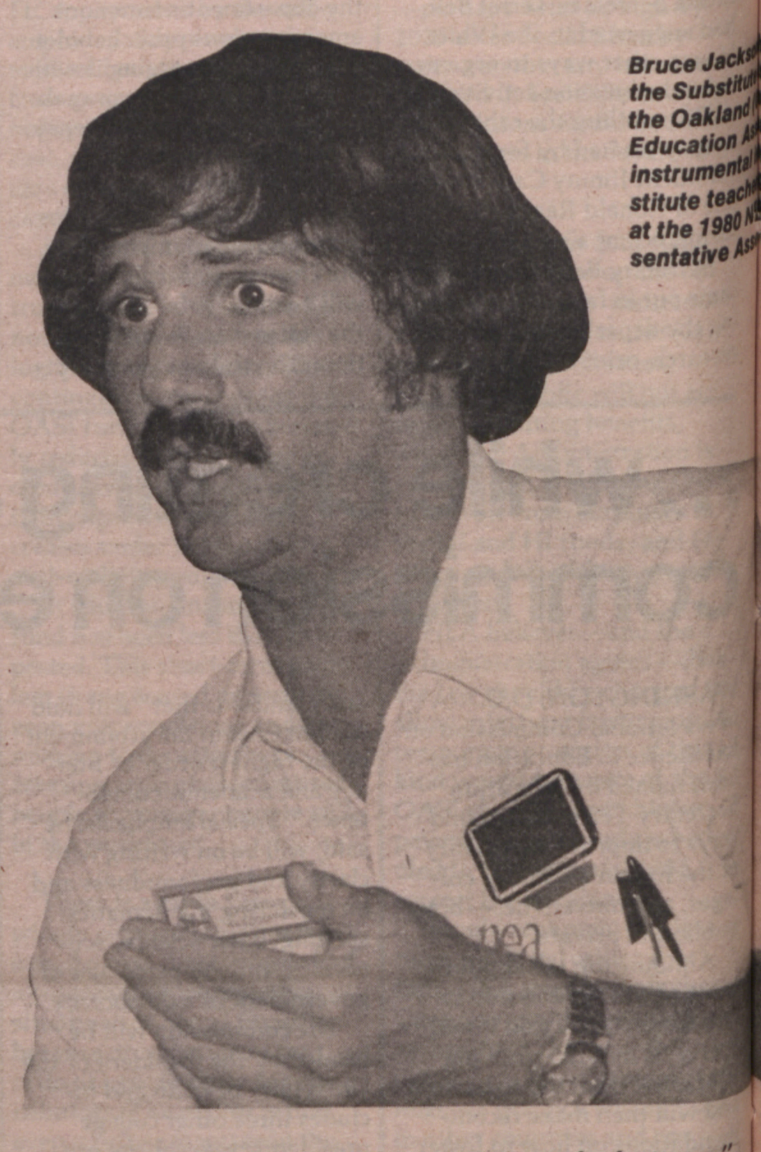
Elaine Miller, president of the Tacoma Association of Classroom Teachers (TACT), a Washington Education Association/NEA affiliate, says her local has been bargaining for substitute teachers for quite some time. It recently revised its bylaws to include "regular" substitutes—those who work at least 30 days a year—in its membership.

Gail O'Grady, a K-8 substitute who joined TACT four years ago, is very pleased with the support she has gotten from the regular teachers.

"Before TACT began bargaining for us, a 'benevolent dictator' awarded whatever he wanted to," she explains. Now subs are paid $50 a day and are placed on the teacher salary schedule after 20 days in one assignment.

In some locations substitutes are prohibited from being represented in bargaining by the regular teachers' association. In others, they simply prefer to form their own locals. In one district in Somerset County, New Jersey, substitutes are affiliated with the New Jersey Education Association through their own Bridgewater-Raritan Substitute Educators Association (B-RSEA).

The association gives substitutes a place to discuss common problems and concerns, points out B-RSEA President Shirley Burnett, and a way to do something about them. In its first collective bargaining agreement, B-RSEA won a grievance procedure, just cause and binding arbitration provisions, two paid in-service programs for substitutes, and biweekly paychecks, as well as a pay increase.



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A law recently passed in New York state has paved the way for the New York Educators Association (NYEA/NEA) to begin organizing substitute teachers. The new law says substitutes who have been given "a reasonable assurance of continued employment" by school districts are eligible to bargain. If they are not allowed to bargain locally, by law they are now entitled to collect unemployment insurance.

NYEA ardently supported the bargaining bill because as more people with teaching credentials have become substitutes, school boards have kept wages at a subsistence level. Over the past few years substitute pay has actually *declined* in several western districts.

NEA formally recognized the plight of substitute teachers at the 1980 Representative Assembly in Los Angeles. In a new business item, delegates directed NEA to promote collective bargaining rights for all professionally certified substitutes.

Bruce Jackson, a substitute teacher delegate from California who sponsored the new business item, says it's to everyone's benefit to upgrade the status of substitutes. "Teachers, especially, should be supportive of substitutes," he says, "because what we do affects what takes place in their classrooms."

The nation's 750,000-plus substitute teachers have been a silent, largely unnoticed force up to now. With many of them starting to band together and speak out for their employment rights, that image is beginning to change. ☐

WAGES REMAIN LOW

Pay continues to be one of the biggest concerns of substitute teachers.

Although many of the nation's school districts require a substitute to hold the same minimum academic degree and teaching certificate as a regular teacher, pay averages only about $31 a day. That figure takes into account the fact that in many places a person is paid at a higher rate if he or she works a certain number of consecutive days in one assignment.

Jean Dietrich, a substitute teacher in Marin County, California, surveyed school districts across the country to find out what subs are being paid compared to full-time contract teachers. She learned that if a substitute worked every day in the average school term, he or she would still earn less than $6,500—about half the salary paid to regular teachers at the lower end of the pay scale.

Dietrich attributes the substandard pay to the fact that most school boards falsely assume that substitute teachers are working only for pin money.

Substitute teacher Carol Carr, a member of the Wellington Education Association (an affiliate of the Ohio Education Association and NEA), says in the 12 years she's been working she has received only three raises. She now makes $30 a day.

"The system tends to take advantage of subs," she points outs, especially where the policies concerning substitutes hinge on past practices rather than being set forth in a contract. "Even if the practice has been to pay a person a regular teacher's salary after, say, 20 days in the classroom, the board can still simply say, 'Well, we changed our minds.' " Carr thinks substitutes need to organize in order to protect themselves economically.

School districts typically pay different rates to nondegreed substitutes, college graduates, and those who hold advanced degrees. In Nashville, Tennessee, for example, with two years of college a substitute is paid $24, a bachelor's degree merits $26, and a master's degree entitles the substitute to $27 a day.

Exacerbating the problem of low pay is the fact that most substitutes receive no employment benefits such as health insurance or retirement plans.

The net result in many districts is exploitation. School administrators, seeing a chance to save money, are using "long-term subs" to avoid hiring more costly full-time teachers. ☐

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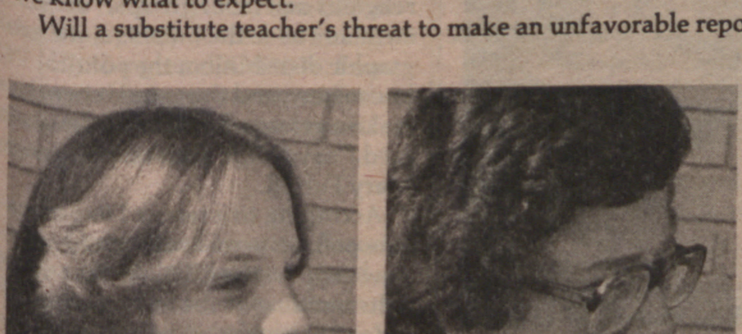
BRIDGEWATER, N.J.—Do students feel honor-bound to give substitute teachers a hard time?

"Well, you just can't expect as good behavior with a substitute," explains 14-year-old Matt Levy. "The kids know the regular teacher better, and they know what the limits are. But with a sub, you have to find out what those limits are."

How students react to the substitute and how much work they expect to do when the regular teacher is absent depend entirely on who is doing the substitute teaching, according to Patty Belcher. Kai Timmermann agrees, adding that substitutes quickly establish reputations in a school. "We know a lot of the substitutes," he says, "so when one of them walks into the room we know what to expect."

Will a substitute teacher's threat to make an unfavorable report to the



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SUBSTITUTES

"I've learned to adapt," says Shirley "Sarge" Burnett, president of a New Jersey association of substitutes. "If I don't know about a subject, I'll run and find out real fast." Informed last spring that she would be teaching shop classes for three weeks, Burnett taught herself the basics. "I went in and demonstrated how to use a jigsaw, a lathe, and an acetylene torch," she reports.

"The biggest mistake you can make is not knowing what time recess is," says Tacoma, Washington, substitute teacher Gail O'Grady. "That shows you're obviously not a 'real' teacher."

How do students feel about substitutes?

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Will a substitute teacher's threat to make an unfavorable report to the regular teacher affect student behavior? Such a threat is an effective ploy, the four students agreed, only if the sub follows through.

Kai Timmermann explained. "If the class is going crazy, the kids will normally calm down if the substitute puts students' names up on the board. But after a while, if there is no follow-up, it won't work."

Pam Craft, whose mother is a substitute teacher in the district, says one of her regular teachers deals with the situation ahead of time. If the teacher knows she will be out, she warns the class about its conduct. "She might threaten us with two days of detention—depending on what we do," Craft said. "If we go haywire, we may get three or four days."

The four students were unanimous in their resentment over being given "busywork" when a substitute teacher is in class. Kai Timmermann summed up their feelings.

"I don't like just sitting there writing answers to things that we could be covering orally," he said. "It's especially bad if the substitute doesn't know anything about the subject. If the kids think they know more than the sub, they think, 'Why doesn't *she* do this work?' " ☐

Even normally well behaved students can't resist the opportunity to test the limits when a new substitute teacher enters their classroom, say New Jersey ninth graders Pam Craft, Kai Timmermann, Patty Belcher, and Matt Levy.

NEWS OF SPECIAL CONCERN TO MINORITIES AND WOMEN

NEA HUMAN RIGHTS REPORT

King institute trains teachers in philosophy of nonviolence

NEA members attending Atlanta's King Institute develop lesson plans for teaching nonviolence. Leading the session (second from right) is Jean Young, former chair of the International Year of the Child.

ATLANTA—More than 50 NEA members from 25 state affiliates were among the 200 people attending the Sixth Annual Summer Institute on Nonviolence here in late July. NEA and the Martin Luther King, Jr., Center for Nonviolent Social Change sponsored the institute.

The focus was on strategies and techniques for defusing the potential violence many civil rights leaders predict will occur if present social and economic trends continue.

Coretta Scott King, wife of the slain civil rights leader, said the mission of the institute is "to help ensure that [protests] will be characterized by disciplined nonviolence instead of the kind of rioting and violence which recently rocked the United States and Great Britain."

When people are frustrated and see no way out, she said, "they can react violently, and many times they do. But when they are frustrated and can find creative, nonviolent alternatives —such as massive demonstrations and involvement in voter registration campaigns and get-out-the-vote efforts—then the need to lash out violently becomes less."

NEA Secretary-Treasurer Mary Hatwood Futrell addressed institute participants on education's role in a violent society. "We must teach that there is violence that is more vicious than the physical," she said.

"Political violence denies the vote and cuts social programs. Self violence increases drug abuse. Economic violence involves unemployment, job exploitation, segregation, and [sex discrimination]. Educational violence denies quality education to the poor and advocates tuition tax credits for the wealthy," Futrell noted.

Alabama Education Association Associate Executive Secretary Joe Reed concluded the institute with a call to action:

"Let's not talk about Dr. King," he urged. "Let's act! Some people have not marched since Dr. King was alive. March again—to the ballot box. Look at elected officials and make them account for their stewardship."

We need to "raise a generation that is nonviolent and proud," Reed told the conferees. "We can do it through education, voting, and strengthening families. That is the way to keep the dream alive and reach the mountaintop." ☐

Associations intensify grassroots ERA push

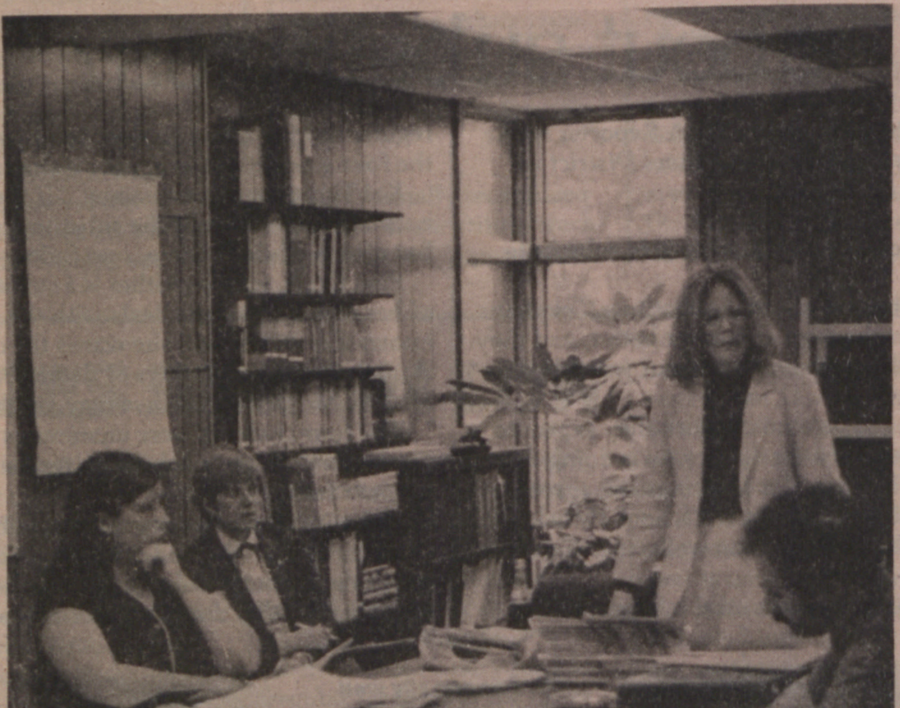
RICHMOND, VA.—As the only unratified state that will elect new legislators before the June 30, 1982, deadline for ratification of the Equal Rights Amendment, Virginia is the focus of a major Association political effort this fall.

Getting the ERA ratified by the legislature here is a matter of unseating bitter anti-ERA incumbents. Of the more than $50,000 raised by the ERA fund drive at the NEA Representative Assembly this summer, about half will be spent on key Virginia primaries and elections, in coordination with the Virginia Education Association.

Other states targeted for grassroots pro-ERA pushes in the months remaining before the deadline are Florida, Georgia, Missouri, North Carolina, and Oklahoma.

Enthusiastic cadres of Association volunteers in targeted legislative districts in these states have received intensive training at workshops on how best to lobby their legislators—not in the state capitol, but back home. A careful assessment is made of each legislator, and a strategic plan is developed to show the strength of ERA support among constituents who would be most influential with him or her.

The focus is on keeping those pro-ERA votes that might be wavering and changing the votes of a sufficient number of opponents to make the difference.



Planning strategy for getting ERA through the Missouri legislature are (standing) NEA's national ERA coordinator Pam Ryan and (seated, from left) Missouri-NEA coordinator Mary Lou Anderson and legislative district ERA contacts Fran Wolff and Joe DeLuca.

Pins, bumper stickers, speeches to other groups, letters to newspapers, petition drives, and fund-raising events are all part of the effort to change the climate for ERA in the states considered most likely to ratify. Three more ratifications are needed; Indiana was the last state to ratify, in 1977.

While in each of the targeted states NEA members are linking their efforts with those of other pro-ERA groups, including the National Organization for Women, the National Women's Political Caucus, ERAmerica, and religious and labor groups, "NEA members have the numbers, the geographic distribution, the political know-how, and the commitment to make a grassroots effort like this succeed," says NEA Secretary-Treasurer Mary Futrell.

According to a recent *Time* magazine poll, 61 percent of Americans now support the ERA. As they watch a dismantling of the enforcement of federal statutes passed one by one to eliminate different facets of sex discrimination, more people are coming to understand the need for the Equal Rights Amendment. ☐

Education's defense fund

NEA-PAC donations more crucial than ever

WASHINGTON, D.C.—Many pro-education incumbents in last year's congressional elections were swamped by special interest political groups and their heavily funded candidates. Friends of education—and of other vital public services—were unable to obtain the campaign funding they needed to communicate the facts and explain their stands on key issues.

They were drowned out by the high-intensity, negative communications barrages launched against them by such supposedly "independent" organizations as the National Conservative Political Action Committee (NC-PAC). NC-PAC alone spent more than *$7 million* in the 1980 drive to defeat targeted members of Congress. In fact, NC-PAC spent more money against just two incumbents—Senators Birch Bayh of Indiana and George McGovern of South Dakota—than NEA's Political Action Committee (NEA-PAC) was able to contribute to the campaigns of all 309 endorsed congressional candidates combined.

NC-PAC calls itself conservative, but its extreme tactics do not reflect the beliefs and philosophies of most conservative groups in American politics. NC-PAC head Terry Dolan has been quoted as stating publicly that an organization such as his could lie through its teeth in an effort to help one of its candidates, but the candidate himself would remain unaffected by any possible backlash over the disreputable campaign tactics, because of NC-PAC's technically "independent" status.

NC-PAC has admitted that it distributed campaign materials containing misrepresentations of the records of candidates it opposed in the 1980 elections. More recently, Senator Daniel Moynihan of New York and Representatives Les Aspin of Wisconsin and Stephen Neal of North Carolina have filed charges with the Department of Justice and the Federal Election Commission, accusing NC-PAC and Dolan of using the threat of negative radio and newspaper ads to attempt to bribe members of Congress to vote their way.

With the 1982 elections still more than a year away, NC-PAC and other foes of public education have already targeted specific incumbents and are launching a new round of negative media campaigns. If education supporters on Capitol Hill are not to become a vanishing species, NEA's political action arm must help raise the funds these incumbents will need to fight back and win reelection, as well as funds to boost the candidacies of pro-education newcomers. ☐

Fall fund drive begins

WASHINGTON, D.C.—The critical fall fund-raising effort for NEA's Political Action Committee (NEA-PAC) is off and running, fueled by generous contributions from local leaders attending state association leadership workshops this summer.

The totals raised so far form a good base, but they fall far short of the amount needed if NEA is to help pro-education candidates in both parties mount effective congressional campaigns in 1982.

Under federal rules and regulations, NEA-PAC is the only vehicle local and state Associations have for supporting candidates for *federal* office. The bulk of NEA-PAC contributions are made at the local level, either directly through local or state association political action representatives or by payroll deduction where appropriate arrangements have been made. To satisfy the requirements of federal political action laws, such contributions must be immediately forwarded to NEA-PAC.

Members may also mail donations directly to NEA-PAC in room 628 at NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. Some members include comments with their contributions; a sampling of recent ones appears below.

•As the Greenville Education Association legislative chairperson . . . and a Republican teacher, I am able to voice my viewpoints to legislators quite often; and I am greatly concerned about the cuts in educational programs. I am a Title I reading teacher who is sold on [these categorical] programs. Because I am a Republican, I feel that I can effectively disagree with the present Administration's stand regarding educational issues. For instance, I oppose tuition tax credits for elementary and secondary schools.

. . . I think it is imperative that more Republican teachers become involved in the political process at the national, state, and local level. We might be able to exert some influence with Republican legislators.

Joan Klein
Greenville, Ohio

•I have been very upset with the reaction the government has shown toward supporting legislation for schools in our nation. It seems they care nothing about free education for all people but are interested in progress for the very well-to-do only.

I'm wholeheartedly with you in your thinking . . . I am 77 years of age; had my right limb amputated four years ago and am trying to keep my home repaired and live on my social security and Iowa Public Employees Retirement. . . .

I am so sorry I can send only $10 but my prayers will be with you. . . .

Lula B. Blair
Lytton, Iowa

•You can certainly count on me. . . . This is a time of crisis for the American people. Ronald Reagan is the . . . front man for [those] who would undo a half century of progress. It is imperative that the American people come to see Ronald Reagan's true image.

Eugene H. Sloane
Annapolis, Maryland

•We appreciate very, very much the effort and hard work that [NEA-PAC Chair Willard McGuire] and the NEA Political Action Committee are giving to the cause of public education, and we hasten to support you with the enclosed checks.

Marion C. Wheeler and
Ruth M. Twiss
Northampton, Massachusetts

•As a congressional contact team member who is called to Washington occasionally to assist in the NEA lobbying effort, I have seen the value of the NEA-PAC endorsement at work. Members of Congress appreciate the endorsement and are much more receptive to our lobbyists because of it.

Just wanted you to know that, in my opinion, political action is the cornerstone of our organizational strength.

Barbara Lawson
Columbia, Tennessee

•Money is the name of the political game. Hope this check will help.

Dale Bulla
Carrollton, Texas

•I am truly sorry that I cannot give more, but I honestly don't have it. I am on a disability pension which in no way keeps up with the cost of living. My checkbook is empty a week before the next check arrives and I have no other source of income. I am deeply concerned about public education, especially in dissolving the cabinet department and paying for private schools.

Frances B. Howe
Bowling Green, Ohio

Please note!

NEA-PAC supports candidates from both political parties on the basis of their positions and records of support for education and those who help provide it.

Only NEA members and their immediate families may contribute to NEA-PAC. All donations are purely voluntary, and no penalties or recriminations will be taken against any member who does not make a donation. While a specific amount may be suggested for contribution, NEA-PAC accepts any amount the member wishes to give.

Contributions to NEA-PAC qualify as federal income tax credits as follows: half the total contribution to NEA-PAC may be taken as a tax credit, up to a maximum credit of $50 for an individual return and $100 for a joint return. ☐

NEA offers sports medicine videotapes

PHOENIX, ARIZ.—A lively new series of videotape workshops on sports medicine, now available from NEA, should be of particular interest to teachers who coach athletics.

Produced by the Teachers Institute of Continuing Education here, the videotapes feature Penn State Athletic Director and Head Coach Joe Paterno and some ten other trainers, coaches, team physicians, a nutritionist, and an attorney.

These experts give useful advice on such matters as knee, ankle, and foot injuries; drug problems in sports; nutrition for athletes; conditioning; athletic injury emergency care; and liability of the coach.

Each of the videotapes is available for purchase or rental. For details write to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. ☐

. . . and books to help teachers teach

WASHINGTON, D.C.—The latest books from NEA Publishing offer suggestions on a variety of instructional problems.

A new series written largely by classroom teachers provides tested techniques for **Teaching Handicapped Students in the Content Areas.** The first six volumes are ready now: *English* (stock no. 3176-8-OD, $7.50); *Mathematics* (3177-6-OD, $7.50); *Physical Education* (3178-4-OD, $7.50); *Science* (3179-2-OD, $7.50); *Social Studies* (3180-6-OD, $7.50); and *Vocational Education* (3181-4-OD, $7.50).

Latest additions to the NEA **Analysis and Action** series are *Developing Positive Student Self-Concept* (1681-5-OD, $5.95); *Field Trips* (1683-1-OD, $5.25); *Improving Spelling in the Middle Grades* (1685-8-OD, $4.95); *Local History* (1682-3-OD, $5.25); *The Positive Use of Commercial Television with Children* (1686-6-OD, $5.25); *Teacher Self-Assessment* (1687-4-OD, $5.95); and *The Teaching and Learning Process* (1684-X-OD, $5.95).

Education in the 80's is a growing series of books that look at where we are and where we are heading in this decade. Volumes available so far are *Curricular Challenges* (the overview—cloth 3170-9-OD, $16.95, paper 3169-5-OD, $12.95); *English* (cloth 3152-0-OD, $12.95, paper 3151-2-OD, $8.95); *Health Education* (cloth 3154-7-OD, $11.95, paper 3153-9-OD, $7.95); *Multiethnic Education* (cloth 3158-X-OD, $14.95, paper 3157-1-OD, $10.95); *Social Studies* (cloth 3164-4-OD $12.95, paper 3163-6-OD, $8.95); and *Speech Communication* (cloth 3166-0-OD, $13.95, paper 3165-2-OD, $9.95).

Another popular series focuses on **Reading.** Five volumes help classroom teachers teach reading in *Business Education* (3208-X-OD, $6.95); *Health/Physical Education/Recreation* (3206-3-OD, $6.95); *Mathematics* (3203-9-OD, $6.95); *Science* (3201-2-OD, $6.95); and *Social Studies* (3202-0-OD, $6.95).

New titles in the economical **What Research Says to the Teacher** series include *Homework as a Learning Experience* (1036-1-1D, $1.50); *Nonverbal Communication* (1053-1-OD, $1.50); and *Reading: Trends and Challenges* (1054-X-OD, $1.50).

To order any of these books, please specify stock number, title, and quantity. Mail checks to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516, or phone 203/934-2669. ☐

Kit makes Mexican book a teaching tool

WASHINGTON, D.C.—With funds from the U.S. Department of Education, NEA's National Foundation for the Improvement of Education (NFIE) has developed a comprehensive kit to help English and Spanish language arts, social studies, music, and art teachers use *Mexico As Seen by Her Children (México Visto Por Sus Niños).*

This NFIE-sponsored book is a 164-page collection of art and writing by Mexican children. It was developed under the patronage of Mexican First Lady Carmen Romano de Lopez Portillo; a portion of the proceeds from sale of the book goes to scholarships for Mexican students.

The accompanying instructional kit includes cards suggesting 70 possible lessons in different curriculum areas, four guidebooks, two classroom posters, an essay on the meaning of Mexican history, songsheets and cassettes, and much more. The materials are geared for grades 4 to 6, but in pilot testing were found appropriate for grades 7 and 8 as well.

Thanks to federal funding, the package can be offered to NEA members at much lower cost than otherwise. The book and accompanying kit are available in English or Spanish (please specify) for $16.95 plus $2.50 for postage and handling ($19.45 total) from NFIE/NEA, 1201 Sixteenth Street, N.W., Room 628R, Washington, DC 20036. A set of both English and Spanish books plus one kit may be ordered for $33.90 plus $2.50 for postage and handling. Checks must accompany orders and should be made payable to NFIE/NEA. ☐

TV/RADIO TIPS

NEA recommends . . .

WASHINGTON, D.C.—The National Education Association recommends the following television and radio broadcasts to members, students, and their families in the weeks ahead:

The Wave—*ABC-TV, Sunday, October 4, 7-8 p.m. ET.* Powerful dramatization of a short story based on a real teacher's experience. A high school history experiment, designed to give students insight into the group mentality that allowed the Holocaust to happen, quickly takes on a life of its own and sweeps an entire school to the brink of disaster. This controversial drama should be treated with discretion in the classroom. Suggestions for ways social studies and other teachers might handle "The Wave" appeared in the September 21 issue of *NEA NOW*, a newsletter mailed to the presidents of all local NEA affiliates.

Teenage Suicide: Don't Try It!—*one-hour special syndicated to Metromedia and other TV stations beginning October 1; check local listings for broadcast date and time.* Each hour 57 American teenagers attempt suicide; 18 of them succeed. A harshly realistic look at a tragic problem, featuring five case studies.

Skokie—*CBS-TV, Tuesday, October 13, 8:30-10 p.m. ET.* Danny Kaye stars as a survivor of the Holocaust in a dramatic special depicting how citizens of Skokie, Illinois, became embroiled in a bitter 1977 controversy after neo-Nazis announced their intention to demonstrate in the streets.

The Righteous Apples—*PBS, Thursdays, 8:30-9 p.m. ET.* Outstanding young people's TV series about a rock band enters its second season. Federally funded under the Elementary and Secondary Education Act.

Four high school students share the fun of performing in a rock band and the pressures of growing up on PBS television series "The Righteous Apples."

A Question of Place: Sound Portraits of Twentieth Century Humanists—*National Public Radio stations; 13 one-hour programs beginning in October; check local listings or phone 800/424-2909 after October 18 for dates and times in your area.* Outstanding actors bring to life the work and thought of leading figures in modern intellectual history: Sigmund Freud, Robert Frost, James Joyce, Igor Stravinsky, W. E. B. DuBois, and others.

National Radio Theatre of Chicago Presents The Odyssey of Homer—*8 one-hour episodes syndicated to commercial and public radio stations beginning in mid-October; check local listings or phone 800/621-2373 for station, dates, and times in your area.* Ed Asner hosts an ambitious dramatization of the classic Greek epic. A printed guide to the series, funded by the National Endowment for the Humanities, is available from National Radio Theatre of Chicago, 612 N. Michigan Ave., Chicago, IL 60611. ☐

Homesteaders keep school from closing

ANTLER, N. DAK.—An unusual offer by a 72-year-old bachelor here has kept the Antler elementary school open this fall. By offering free land to families who would settle in this prairie town of 100, Harley "Bud" Kissner has drawn 21 new students to the school.

"I'm very, very happy," Kissner said after the school board voted in late summer to reopen the school. "What's a town without its children, without its school?"

The longtime Antler resident received national media attention for his refusal to allow either the school or the town itself to die. In attempting to keep the school operating by increasing enrollment, he also hoped to generate employment, which the town needed to survive.

Taking matters into this own hands, Kissner presented three nine-acre and three five-acre plots of land to families with children. In return, they agreed to send their children to Antler School and to remain on the land for five years. At that time they will receive a clear deed.

Bob Abrahamson, county superintendent of schools at Bottineau, reports that 42 students are now enrolled in grades K through six. "That's double the enrollment last year," he says.

"As far as I'm concerned it was do or die in regards to keeping the school open," says Antler school board member Glenn Tennyson. "Without the school, the town would go too."

Among the new residents are Mike Ellis and his family, who moved from Salt Lake City, Utah. Ellis left a $30,000 job and a $70,000 home to let his seven children live in the little town nestled along the Canadian border.

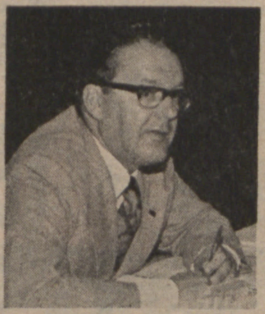
"I'm not just moving away from that lightly," he says. "This is the type of environment I want for my children."

The now famous Antler school—with its three classrooms, gymnasium, kitchen, and lunchroom—last year employed two full-time teachers and two part-timers. To accommodate the influx of students, this year the ratio has been changed to three full-time and one part-time.

Antler still faces some opposition to the school's reopening. In fact, lured by an athletic program, six of last year's students will be attending school in nearby Westhope.

"We've got a long road ahead of us," says school board member Tennyson, "but at least things are beginning to look up." ☐

World's teachers lose outstanding colleague



MORGES, SWITZERLAND—*The secretary general of the World Confederation of Organizations of the Teaching Profession (WCOTP), John Thompson, was killed recently in an automobile accident near Budapest, Hungary.*

Thompson, who was 58, worked with unceasing energy and enthusiasm for the teaching profession, ensuring that its voice was heard seriously at all levels of education. In striving for the enhancement of the status of teachers and the defense of their rights, he raised the WCOTP (of which NEA is a member) to one of the most significant and respected nongovernmental organizations on the international scene.

Teacher organizations and their members from all continents benefitted from Thompson's personal identification with the cause of teachers, his remarkable grasp of detail, and his ability to present a case for the defense of teachers' rights to governments and international agencies.

A native of England, he became secretary general of WCOTP in 1970 after more than a decade as assistant secretary general. His 22 years of service to WCOTP changed the face of the teaching profession throughout the world.

In addition to his devoted work for the cause of teachers, Thompson's life was characterized by his promotion of international understanding, his defense of human rights, and his pursuit of peace, justice, and progress through education. ☐

Schools outscore parents in latest Gallup poll

DAYTON, OHIO—The public schools get higher ratings for educating students than parents do for raising their children to be responsible young adults, according to the 13th annual Gallup poll of Americans' attitudes toward public education.

The survey tallied the responses of a cross section of 1,519 adults—31 percent with children in public schools, 65 percent with no children in school, and 6 percent with children in private schools. (The total is more than 100 percent because some parents have children in both public and private schools.)

For the first time Gallup asked respondents to grade parents for the job they are doing raising their children. He found 29 percent gave parents an 'A' or 'B' while 36 percent gave the public schools an 'A' or 'B' for the job they are doing educating students.

The new item was included, says George Gallup, because "the success of the public schools is due in no small part to the kind of job parents do in rearing their children in the home to be responsible young people. It was thought that in rating the schools and teachers it would be only fair to rate the kind of job parents are doing."

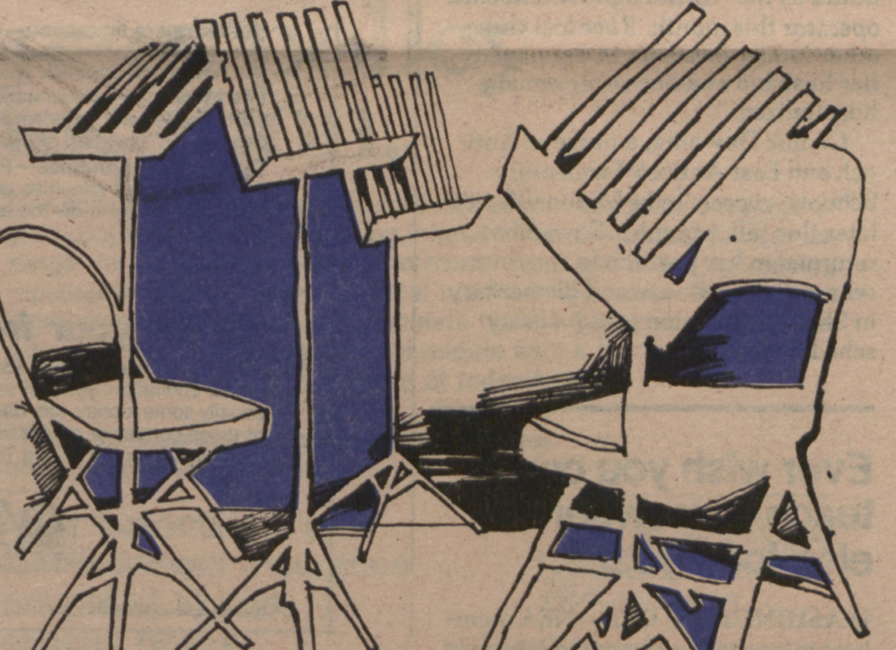
Principals and school administrators were also graded. It was found if people have a high opinion of their local schools, they tend to think well of the principals and administrators.

This year's poll also lent support to the idea that confidence in the public schools—which dropped significantly in the early 1970's—may be returning. This year 36 percent gave the schools an 'A' or 'B'; 34 percent gave a 'C'; 13 percent gave a 'D'; 7 percent gave an 'F'; and 10 percent didn't know. Those figures have remained relatively stable since 1976.

Of those with children now attending public schools, however, the approval ratings are even higher—46 percent gave an 'A' or 'B'.

An analysis of the responses of different groups shows that younger citizens and those living in cities with populations of over a million are significantly more critical of the public schools than the elderly or those living in communities of less than 50,000.

The survey showed that the public continues to see discipline as the biggest problem in education, followed by the use of drugs, poor curriculum, and lack of proper financial support. ☐



Strike inspires symphonic poem

BURBANK, CALIF.—A strike by the NEA affiliate here became the inspiration for "Reflections—1980," a tone poem for full orchestra composed by Jordan Junior High music teacher Royce Malm.

The composition, first performed recently by the Burbank Symphony Orchestra, musically describes the events that led to the spring 1980 strike, the four-week walkout itself, and the happy conclusion.

It draws on school songs, fanfares, and other sources to help suggest the changing moods of frustration, confusion, anxiety, unity, and finally successful resolution. One section features "We Shall Overcome" as a timpani solo.

On the title page, teacher-composer Malm dedicates "Reflections—1980" to "the 375 who went." ☐

Hotel disaster claims four NEA members

KANSAS CITY, MO.—Four Kansas-NEA members were among the 112 people killed in the collapse of the Hyatt Regency skywalk here in July. Three other K-NEA members were injured.

The victims included Juanita Bedene, Marjorie Morris, and Laurette Glover, all of Shawnee Mission USD 512; and Cathy Jean Carver of Kansas City USD 500.

Juanita Beden, 60, and Marjorie Morris, 47, were close friends and veteran staff members at Santa Fe Trail Elementary School. Bedene had been in the district 28 years and at the school since it opened in 1953. Formerly a second grade teacher, she was an assistant to the principal. Morris had taught kindergarten, first, or second grade at the school since 1968.

Laurette Glover, 53, a teacher for 14 years, worked with personal and social adjustment classes and had formerly worked with learning disabled children. Her husband also was killed at the Hyatt.

Cathy Carver, 32, was the incoming secretary of NEA-Kansas City. She had been a key member of her association's negotiating team and a building representative.

Those who were injured included Anna Rose, 60, a member of the newly formed K-NEA educational support personnel affiliate in Shawnee Mission. She is hoping to resume her duties as the North High switchboard operator this month. Rose lost three other family members in the tragedy; her husband and one sister remain hospitalized.

Connie Downing, a nurse at Antioch and East Antioch Elementary Schools, expects to be back on the job later this fall. Mary McGowan has returned to her position in the counseling clinic at Briarwood Elementary in Shawnee Mission on a half-day schedule. ☐

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Ever wish you could teach somewhere else for a year?

WASHINGTON, D.C.—NEA members interested in swapping jobs next year with someone in another part of the country should register with the NEA Teacher Exchange Computer Listing by November 1.

Those who register will receive a printout of names, addresses, and telephone numbers of other NEA members with similar positions who are interested in temporarily exchanging jobs, even homes. The printout will be mailed by mid-December.

Although NEA provides the names and suggests procedures to follow, it is up to individual members to contact each other, work through their local associations to obtain school district cooperation, and arrange the details of a job exchange.

Some 2,000 NEA members have registered already, and the first two exchanges got under way last month, involving teachers from California, Hawaii, Maine, and Montana.

Members registering themselves on the job exchange computer may also indicate two foreign countries in which they are particularly interested. They will then be notified as summer mini-exchange opportunities arise.

Registration kits may be requested by sending a postcard to Teacher Exchange Computer Listing Forms, NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

$2,500 NEA fellowships available

WASHINGTON, D.C.—Applications are now being accepted for NEA's 1982 Hilda Maehling Fellowships. These $2,500 grants are awarded annually to NEA members and local associations for projects that advance professional association work, improve human relations, enhance curriculum and instruction, or develop professional tools and techniques.

Individual members, groups of members, and NEA local affiliates are all eligible to apply. A teacher must be designated coordinator of each project entered.

Deadline for submitting applications is December 1. Recipients will be selected by a subcommittee of the NEA Board of Directors and will be announced next April.

For further information and applications, write to Hilda Maehling Fellowships, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036.

A guest editorial by one of the 1981 fellowship winners appears on page 2 of this issue. ☐

Attention, life members

WASHINGTON, D.C.—NEA life members are entitled to a copy of the *1981 Proceedings of the Representative Assembly.* The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip your mailing label from the front page of this newspaper and send it to NEA Membership Records, 1201 16th Street, N.W., Washington, DC 20036. This label will be used to process your copy of the *Proceedings.*

Your letter of request—along with the label—must be received no later than November 17, 1981. ☐

The homeowners policy with an education.

Everyone needs to protect their home and its contents from destruction and theft. But like most teachers, you probably use personal possessions in the classroom, too, and that's a special risk most people don't have to face. To be fully protected, you need a homeowners policy which covers your personal property not only at home but in school as well. And that added protection is now available with your Association's Homeowners Insurance Plan.

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And now, at a time when your earning dollars actually buy less, your savings dollars can earn even more! The UTP Tax-Deferred Annuity Plan now pays a *current interest rate* of 13%* on sales after August 1, 1981 for contracts held 10 years or until maturity, whichever comes first. (See chart for examples of guaranteed and current interest rates.)

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For example, a 40 year old who deposits $125 a month ($1,500 annually) for 25 years until retirement will accumulate $239,335 at the current rates.[1] And, with the current annuity factors, this will provide a lifetime income of $2,858 a month at age 65.[2] With retirement benefits like these, financial freedom is far simpler to achieve!*

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[1] The current accumulation rate includes both guaranteed and excess interest. Excess interest is not guaranteed and may change from time to time. The current accumulation rate applies only to contracts held for at least 10 years or until maturity, if sooner. A lower rate of excess interest will be credited to deposits withdrawn or contracts surrendered within 10 years of the date of issue if they have not reached maturity.

[2] The current male 10-year certain and life settlement.

*These cash values do not reflect any reduction for state premium taxes, which may or may not be required by your state.

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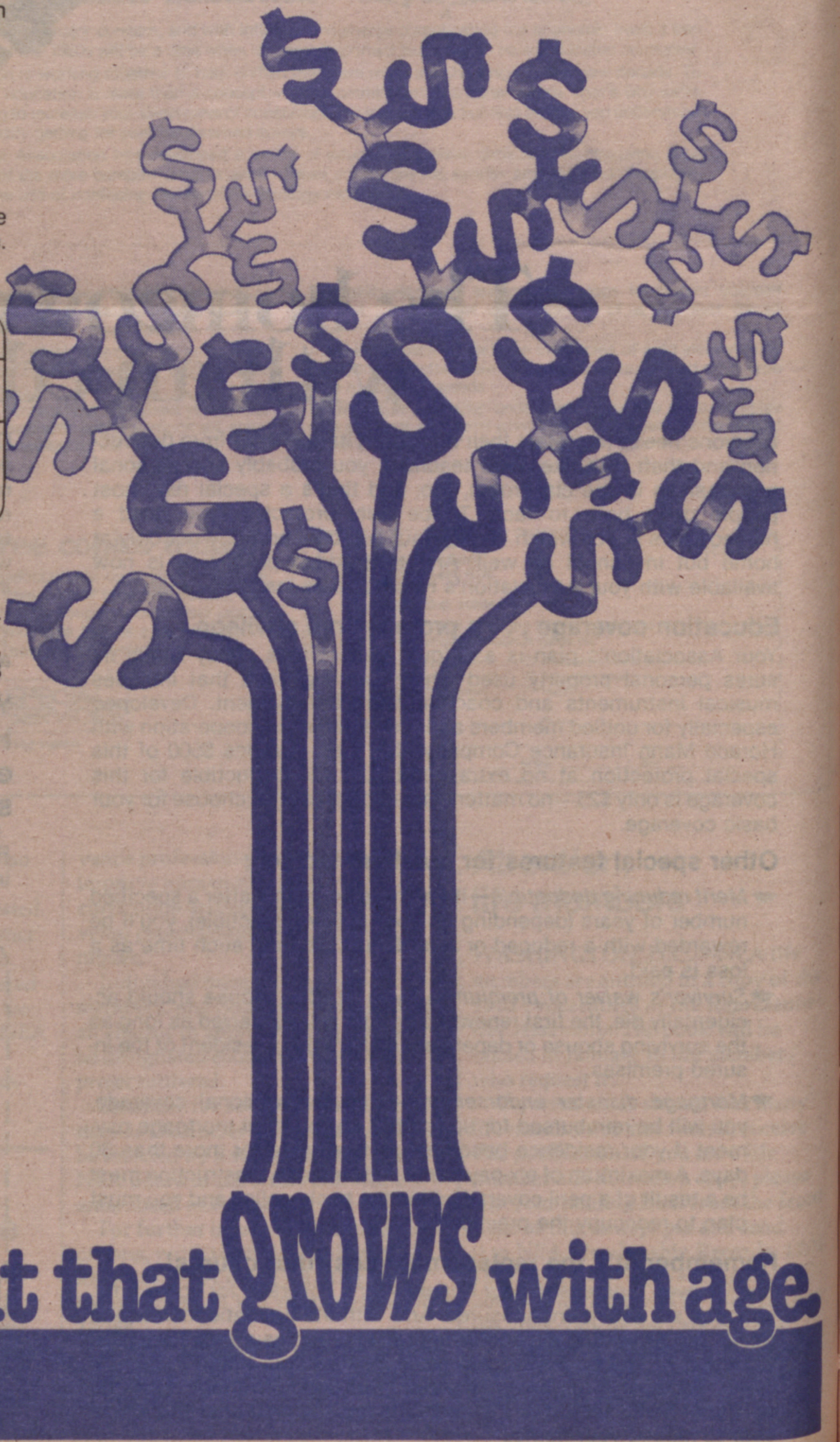
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Something new!

This month the "NEA Reporter" launches a new section of special interest.

These four pages in the October, December, March and June "Reporter" will highlight the higher education issues that concern you most.

In other months, watch for the "NEA Advocate," a separate publication for NEA's higher education members.

If you are NOT a higher education member and have received this special edition due to an error in our records, please notify us and enclose your mailing label so you'll receive the regular "Reporter" in the future. Write to "NEA Reporter" Higher Education Edition, 1201 Sixteenth Street, N.W., Washington, DC 20036.

What's inside

Sex bias decree helps University of Minnesota faculty

New York professor wins job, $32,000

The bargaining primer: coordinated bargaining

Congress of Faculty Associations leadership conference

Iowa faculty advance after 11-day strike

MASTER CONTRACT NOT INDIVIDUAL BARGAINING
ISSUES
1. Arbitration
2. Professionalism
3. Collective Bargaining
4. Curricular Determination
5. Economics
6. Dignity

Members of the University of Dubuque Faculty Association picket in academic robes in their successful strike for higher salaries, university compliance with the bargaining process, and more input into university governance.

DUBUQUE—An 11-day strike by faculty at the University of Dubuque, which ended just three hours before classes were to begin on August 26, has resulted in a 24.5 percent salary increase over the next three years.

The strike was legal because the university is a private institution and negotiations are covered by the National Labor Relations Act, which permits strikes.

The university and the University of Dubuque Faculty Association had locked horns over a number of issues including salary, curriculum, and university attempts to bargain individually with faculty.

The 40-member faculty was forced into the strike when the university administration refused to continue meaningful bargaining.

The Association, which is affiliated with the NEA and the Iowa State Education Association, pushed for salaries that are more competitive with other schools and businesses.

The 1980-81 base salary of $10,800 for instructors with master's degrees and $11,300 for assistant professors was far below what was earned by area teachers and by faculty at other Presbyterian-affiliated colleges.

Teachers with a bachelor's degree start at a $12,000 base in the Dubuque community school system.

"Never before have we made our salaries public," said William Wellner, the Association's chief negotiator. "Most people didn't know how underpaid the faculty were."

The university wanted to eliminate the salary schedule and circumvent the bargaining process by negotiating individually with faculty for special projects.

The final settlement resulted in a three-year contract with a 9.5 percent increase for this year and a 7.5 percent increase for each of the next two years. The salary schedule was retained, and a provision was negotiated to govern procedures for granting extra pay for special projects.

Other gains in the new contract retain faculty decision-making in staff reduction actions and limit the evaluation of tenured faculty to use in the improvement of instruction only.

Association president Bert Carlson, an English professor, said the faculty is very pleased with the settlement. He added that despite the university's repeated attempts to break up the Association, the strike had a very positive effect.

"It has been a very solidifying experience. It really brought us together so that we now feel camaraderie and kinship," he said.

Faculty members often walked the picket lines dressed in costumes depicting historical figures and in their academic robes.

"We wanted to show that we're professionals and part of an honored tradition," explained Carlson. "Our robes were symbols of our dedication and of our dignity in the face of half-truths and lies."

This strike was the second in a year at the University of Dubuque. Last fall, faculty at the university's theological seminary struck for three days.

To add to that, the university was found guilty in February of an unfair labor practice for its attempt to bargain with individual faculty members.

Striking faculty were strongly supported by students, other university faculty, area teachers, and ISEA staff and leaders.

Labor unions such as the United Auto Workers, Teamsters, and the American Federation of State, County and Municipal Employees stood with the striking faculty.

"Local union support for the strike was tremendous. Almost anyone who was union and knew the picket line was here didn't cross," said negotiator Wellner.

Faculty members have pledged to support these union members in the future.

Carlson was confident that the university got a message that the faculty Association is strong and united.

"Our affiliations with the ISEA and NEA are solid. We've got the professional know-how of the Association plus the unselfish dedication of those staff people behind us," he said. ☐

THE BARGAINING PRIMER

Coordinated bargaining works

This is the first in a series of columns on basic bargaining terms and experiences.

Ron Freier, negotiations chairperson for the NEA-affiliated Iowa Higher Education Association (IHEA) and a professor at the Des Moines Area Community College Urban Campus, calls coordinated bargaining a key to better contracts.

"The major benefits from coordinated bargaining are clear. We get support from each other and stay in communication with our negotiators around the state," says Freier.

The process works this way:

Chief negotiators from each bargaining area school—12 community colleges and technical institutes—meet in September with the unit negotiations chairperson to discuss the bargaining goals—such as salary increases, benefits and working conditions—for the coming year.

Once goals are set, each local makes a commitment that it won't settle below a certain point before a certain time. The IHEA, meanwhile, provides the locals with information about the consumer price index, the legislature, funding, enrollments, and tuition.

In late January, negotiators in the eastern and western parts of the state meet to review the goals and decide how they should be modified. If needed, there is another meeting at IHEA.

As the units begin to settle their contracts, they provide information to IHEA, which moves it to other units.

"Most of the community colleges were functioning in isolation, and there was a lack of communication," says Freier. "Since we're funded similarly, it seemed to make sense to get all the negotiators in and establish some minimums.

"If the contract dispute goes to arbitration, you are generally affected by the previous settlements on a comparability basis," he adds.

"If one college settles on an inadequate salary, it drags down what you might get. Those that settle higher bring up those that may have a tendency to settle lower," Freier says.

"Coordinated bargaining has stopped a lot of community colleges from settling too soon," maintains the veteran negotiator. "Generally, if you wait a little longer, the settlement is better. When you do settle, that's probably the maximum that you could do for that year."

Coordinated bargaining does have some flexibility.

Ron Freier, Des Moines Area Community College professor, and negotiations chairperson for the Iowa Higher Education Association.

"We try to get a consensus rather than restrict the units. We try to make sure that the goals and minimums are flexible," says Freier.

"Most of the schools bargain against a professional negotiator. It makes sense to get together and see what he's saying from one campus to another," he adds.

Charles Nadler, IHEA coordinator, says coordinated bargaining "presents a united front to management. Management is familiar with this because they're organized in this coordinated way, too."

The IHEA has been involved in coordinated bargaining since 1979. ☐

NY prof reinstated with $32,000

AMHERST, NY—A tenured professor who was terminated in violation of his seniority rights during a retrenchment has won reinstatement, $32,000 in backpay, and a precedent-setting guarantee of retraining.

John Xanco, an assistant professor of foreign languages at Erie Community College, was laid off though he had seniority over other faculty who were retained.

Xanco, a member of the college Faculty Federation, turned to his state and national organizations—the New York Educators Association and the NEA—for help.

NYEA processed his grievance through arbitration and also filed a federal equal opportunity discrimination claim. The NEA DuShane Subsistence Loan Program supported Xanco with a $2,100 loan.

In arbitration, the college agreed to pay Xanco one-half of his pay retroactive from the date of his 1977 termination up until September 1, 1981. And, he was guaranteed a teaching position for at least two years.

The college also agreed to retrain Xanco for teaching in another area if enrollment figures prevent him from teaching Spanish.

"This agreement sets a very important precedent on the campus for retraining," says Faculty Federation president Franklin Perry. "Now the administration really has to retrain before retrenching."

The negotiated contract states that the college and the county would make every effort to retrain faculty who were laid off. ☐

In the private colleges

NLRB says bargain with Maine, Ohio faculty

NORTH WINDHAM, MAINE—Faculty at St. Joseph's College here have won the first round in the battle for collective bargaining rights.

The National Labor Relations Board ruled this summer that faculty have the right to vote in a representation election for the unit of about 27 full-time faculty members.

The Faculty Association of St. Joseph's College, a Maine Teachers Association and NEA affiliate, went to the NLRB after the administration refused voluntary recognition.

A growing list of grievances and concern for academic freedom and professional status had convinced faculty that they needed bargaining.

But the college administration maintained that the college was a religious institution outside the NLRB's jurisdiction.

The NLRB rejected that position and found that the college exists for a secular purpose.

A June election was scheduled, but was postponed by the administration until sometime this fall. ☐

RESTORE ACADEMIC FREEDOM AT SJC
Support Faculty

Members of the Faculty Association of St. Joseph's College demonstrate on the need for bargaining.

ADA, OHIO—The Ohio Northern University Faculty Association (ONUFA) is ready to go back to the bargaining table.

The National Labor Relations Board (NLRB) general counsel has ordered a regional director to issue a complaint against the university administration for violating the National Labor Relations Act by refusing to bargain with ONUFA.

ONUFA, an NEA and Ohio Education Association affiliate, negotiated a contract in September 1980.

The university voided the contract and refused to bargain with ONUFA after the regional director, who was investigating an unfair practices charge that ONUFA filed, determined that faculty at the university were managerial and not covered under the NLRA.

ONUFA appealed the regional director's decision and said that the faculty were not managers.

The NLRB counsel said that testimony on the faculty's status should be developed in an administrative law judge hearing before the NLRB made a final determination.

The hearing is expected to be held later this year.

"Faculty are elated," said Carleton Smith, OEA higher education organizer. "We are waiting for the regional director to issue the complaint. But we plan to move ahead demanding that the employer bargain."

The university's action stems from the Supreme Court's February 1980 decision in *NLRB v. Yeshiva University*. In *Yeshiva,* the court held that faculty at the New York City university were not covered under the NLRA since they are managerial employees.

The NEA-affiliated Loretto Heights College Faculty Association in Denver also scored a major victory on this issue in July. An NLRB administrative law judge said that faculty were not "managerial employees" and ordered the college to bargain with the Association. ☐

At the University of Minnesota

Faculty win new rights after sex bias decree

At the University of Minnesota, the grievance procedure used to be a confusing maze full of roadblocks and pitfalls for the unfamiliar.

At the University of Minnesota, some faculty committee hearings and actions were closed and shielded from interested colleagues.

At the University of Minnesota, all that is changing.

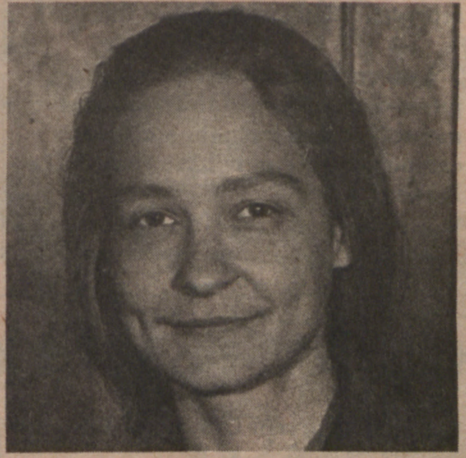
In the forefront of the struggle for faculty rights are activists in the University of Minnesota Education Association (UMEA).

The members of this NEA and Minnesota Education Association affiliate are working to implement a federal court decree.

The UMEA hopes to win even more rights for faculty by being selected as the bargaining agent in a representation election that will be held later this fall.

Members of the Faculty Advisory Committee for Women tell university trustees that more must be done to effectively implement the sex bias court order.

"Drastic measures were necessary and desirable" to implement the decree, says Doug Pratt, chair of the faculty senate consultative committee.



The grievance procedure has been opened up, but it would be more equitable with collective bargaining, says UMEA member Clare Woodward.

MINNEAPOLIS—Thanks to a landmark sex discrimination case, faculty are winning new rights in university governance at the University of Minnesota.

Shyamala Rajender, a former chemistry professor, sued the university for sex and race discrimination in 1973 when she was denied tenure.

After seven years of litigation, the case was settled in August 1980 in an out-of-court agreement.

The university agreed to pay Rajender $100,000 and to implement a consent decree for the university's other non-student female employees.

The decree, effective until January 1989, is significant because it provides an expedited procedure for a federal court hearing of sex discrimination.

Also, the decree orders the university to establish an affirmative action plan and prohibits sex discrimination in hiring, promotion, pay and tenure decisions.

The university was ordered to appoint faculty advisors to assist women who want to file sex discrimination claims. (About 200 have done so). And, it establishes a Faculty Senate Equal Employment Opportunity for Women (EEOW) Committee to monitor the decree's implementation.

The work being done by the EEOW committee and the faculty advisors —now the Faculty Advisory Committee for Women (FACW)—is benefiting *all* faculty.

The FAWC was successful in getting a court order to end the university practice of strict confidentiality in the hearings and findings of grievance panels. Now, the hearings and findings are open to all faculty.

Many of those leading the push for faculty rights are members of the University of Minnesota Education Association (UMEA), an affiliate of the NEA and the Minnesota Education Association.

Clare Woodward, chair of the UMEA grievance committee, is also coordinator of advisors for the faculty advisory committee. As an advisor, Woodward has already helped two women successfully bring claims through the university's internal grievance process.

"In the past, all the proceedings and findings of the grievance panels were secret," Woodward recalls. "The chair of the grievance committee wouldn't or couldn't tell you anything. The judicial committee considers itself neutral and can't give any advice."

"Nobody would give you advice except other faculty who had been through it," she says.

That meant that the administration had first-hand knowledge of acceptable arguments, precedents, and rules of evidence, says Woodward, while faculty did not.

That practice of strict confidentiality hurt Silvia Azar, member of the medical school faculty who filed a grievance in 1977 challenging university tenure policies and a position denial.

In her first attempt, Azar unquestioningly followed the advice of the chair of the senate judicial committee. She took the grievance to the wrong committee and focused on the wrong issues. Azar lost and had to pay $8000 in attorney's fees.

In May of this year, on the advice of Woodward, her faculty advisor, Azar took her case to the judicial committee.

The committee found the medical school guilty of discrimination and misuse of its tenure policies. It recommended that Azar be given backpay and reinstatement with tenure.

The university president said Azar could have her job back—only if she dropped her Rajender-based claim. She refused.

The president was forced to change his position after being publicly criticized by the faculty advisory and equal opportunity committees. In August, he granted Azar relief without dropping her claim.

(Azar was able to remain at the university because in 1978 she won a National Institutes of Health award that pays 95 percent of her salary for five years).

Confidentiality also hurt V. Lois Erickson, associate professor of educational psychology.

"I had believed in the system," said Erickson, a FACW member. That was until she tested it.

In her first try in 1978, the former chair of the judicial committee told Erickson that her tenure denial/sex discrimination claim couldn't be heard before that body or any other at the university.

With Woodward's help, Erickson recently brought her grievance before the judicial committee. She was tenured in 1979, but the committee found the university guilty of sex bias in the 1978 denial. Erickson also has a Rajender-based claim.

"We would have a much more equitable grievance procedure," says Woodward, if there were a recognized bargaining agent.

"Members of the committee would not be appointed by the president and would not be making recommendations which are only advisory. It would be a procedure which had some teeth."

Despite opening up the grievance procedure, the court realized that more should be done to implement the decree. In May the court ordered the university to provide the faculty advisors with an on-campus office, a secretary's salary, supplies, and $7500 for expenses.

This fall, the advisory committee plans to hold informational workshops for women faculty, train more advisors, and publish a newsletter.

While the committee has increased support, women are still reluctant to file claims. In Duluth, Judy Dwyer said there is "a state of apprehension" among women faculty concerning their jobs or their potential claims.

"Women are still hesitant and very insistent on taking a low profile," says the University of Minnesota-Duluth Education Association activist.

Dwyer, who has a Rajender-based claim, understands apprehension. She was terminated from her non-tenure-track position in May and is suing the university with UMDEA and MEA assistance.

Dwyer was working on Rajender issues at the time of her termination and still is. She feels that the dismissal could be retaliatory, at least in part.

Tales of faculty harassment were widespread. One woman reportedly was told that if she filed a complaint and lost, she'd never be promoted. Under court order, the university publicly condemned harassment.

"The order telling the university to stop harassment came one day. The next day they sent a letter to (FACW chair) Pat Faunce threatening her suspension," says former UMEA president Alfred Aeppli, also on the advisory committee. "It's unbelievable."

Faunce, director of the Measurement Services Center and a psychology professor, was threatened with suspension for allegedly misusing university leave policy. She took the university to court to stop her dismissal.

"Women had just begun to develop the courage to file a claim. They were so fearful of what would happen to them because many of them don't have tenure," said Faunce. "If I had been suspended, we would have regressed."

Legal action can only go so far in winning rights for faculty. Other universities have been under court order, but the promise of the decrees has not always been fulfilled.

"The suit by itself is not going to get you anywhere," says Woodward. "Organizational strength and the knowledge of dedicated people make the difference." ☐

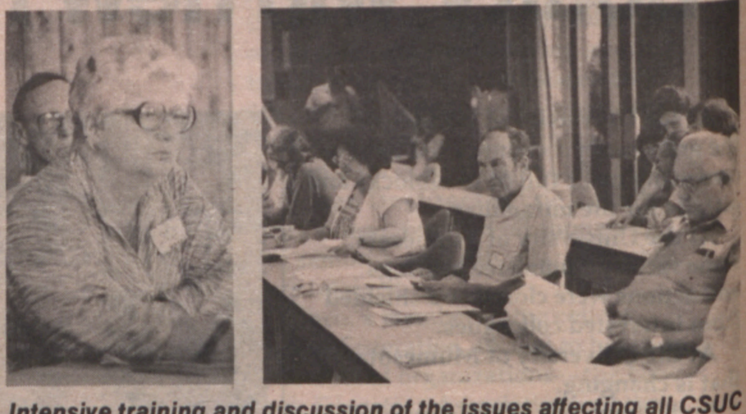
Congress of Faculty Associations

Leadership conference 1981

James Bosco of CSU-Sacramento tries to recruit coach Elmo Slider, also from Sacramento, in a role-playing session on "Organizing Non-Tenure-Track Faculty."

CFA Pres. Bill Crist and Field Manager Alan Willsey lead an issues discussion session.

Wilma Krebs, CFA grievance committee chair, gives information on academic rights and a step-by-step guide to grievance processing.



Intensive training and discussion of the issues affecting all CSUC faculty filled the mid-August weekends of these CFA campus presidents and activists.

LOS ANGELES—The campus leaders in the Congress of Faculty Associations (CFA) are spread out over 1,000 miles and 19 California State University and College system campuses from Sonoma in northern California to San Diego in the south.

One leadership conference wasn't enough to help CFA work with the leaders and assist them in winning rights for faculty and preparing for a representation election later this year.

Leaders from the northern campuses met August 14 to 16 in Sacramento. Leaders from the southern campuses met August 21 to 23 in Pomona.

Both sessions gave faculty training in academic rights and grievances representation, bargaining election skills, organizing non-tenure-track faculty, and handling issues that will surface during the upcoming election.

"The faculty response to the sessions was exciting," said CFA President Bill Crist. "There was an intensifying of our members' commitment and dedication to winning the drive for self-determination for CSUC faculty."

The right to represent 20,000 faculty, department chairs, and other professionals is at stake in the election.

CFA is affiliated with the National Education Association, California Teachers Association, California State Employees' Association, and American Association of University Professors. ☐

CFA action restores professor's job with $35,000 back pay

BAKERSFIELD, CALIF.—A professor who was laid off after exercising his right to file a grievance has won reinstatement for the 1981-82 academic year, $35,000 in back pay, and retraining.

All of this came after the Congress of Faculty Associations (CFA) filed an unfair practice charge with the Public Employment Relations Board (PERB).

CFA is affiliated with the National Education Association, California Teachers Association, California State Employees' Association, and American Association of University Professors.

William Wake, a geography professor at the California State College campus here, was notified in September 1979 by the college president that due to an alleged lack of funds, he had to choose between retirement, layoff, or a half-time reduction-in-time appointment.

Wake, a 20-year teaching veteran and the most senior member of the geography department, turned to CFA for advice. CFA recommended that Wake accept the reduction-in-time appointment under protest and file a grievance.

The college president told Wake that if he didn't withdraw the grievance, he would be restored to a full-time position and then laid off.

Refusing to be intimidated, Wake held to his grievance. In fall 1980, the university made good on its threat. Wake was restored to full-time status, only to be laid off a short time later.

Wake and CFA filed an unfair practice charge with PERB in February 1980, charging that Wake was laid off for filing the grievance.

CFA's argument was backed up by the spring 1981 finding of the university grievance committee that the layoff was in retaliation for filing the grievance.

The grievance committee also found that the university had made efforts to accommodate other faculty in similar positions, but not Wake. And, the committee could find no financial crisis to justify the layoff. ☐

WASHINGTON REPORT

Student aid applications climb

College students have been scrambling for student loans in record numbers this fall trying to beat the October 1 deadline when major changes in the popular guaranteed student loan (GSL) program take effect.

Applications to banks and other lending institutions for the loans are up 60 percent from last year.

Loans are projected to reach from $7.2 to $8 billion by September 30, compared to $4.8 billion in 1980, according to federal estimates.

Effective October 1 the GSLs, which have been available to all students, will be based on need for families with incomes over $30,000.

In mid-September, every student began to be charged five percent of his or her loan amount as a processing fee.

The Department of Education estimates that students from families with incomes between $30,000 and $40,000 and who attend public institutions would be most affected by the changes.

About 90 percent of the loan applications for the 1981-82 academic year would have been processed before the new restrictions, according to financial aid officers.

Many student aid and loan officers say the main reason for the increase in applications is that more students are learning of the program—partly because the loans received so much attention when the Reagan Administration first announced its plans to cut back. ☐

Campus defense research funds soar in Reagan budget bills

Funds for campus defense research get a big boost in the Reagan Administration's budget and tax bills.

The sharp increase in defense research funds for universities and colleges is a rarity in Reagan's austere budget.

And, this is a change from the Vietnam era when defense research projects were cut after they became a focus of student protests.

Campus defense research spending will increase to $678 million in fiscal 1982, compared with $547 million in the current budget year, according to Defense Department estimates.

The university and college share of the defense research pie is also way up—from about 32 percent in 1976 to an estimated 44 percent in 1982.

Reagan's science adviser, George Keyworth, said the Administration is placing primary emphasis on research in the hard sciences and engineering.

Social science campus research dropped over $10 million from fiscal year 1981 to 1982. And federal research spending is not increasing overall.

The budget for the National Institute of Education, an educational research agency, was severely cut. ☐

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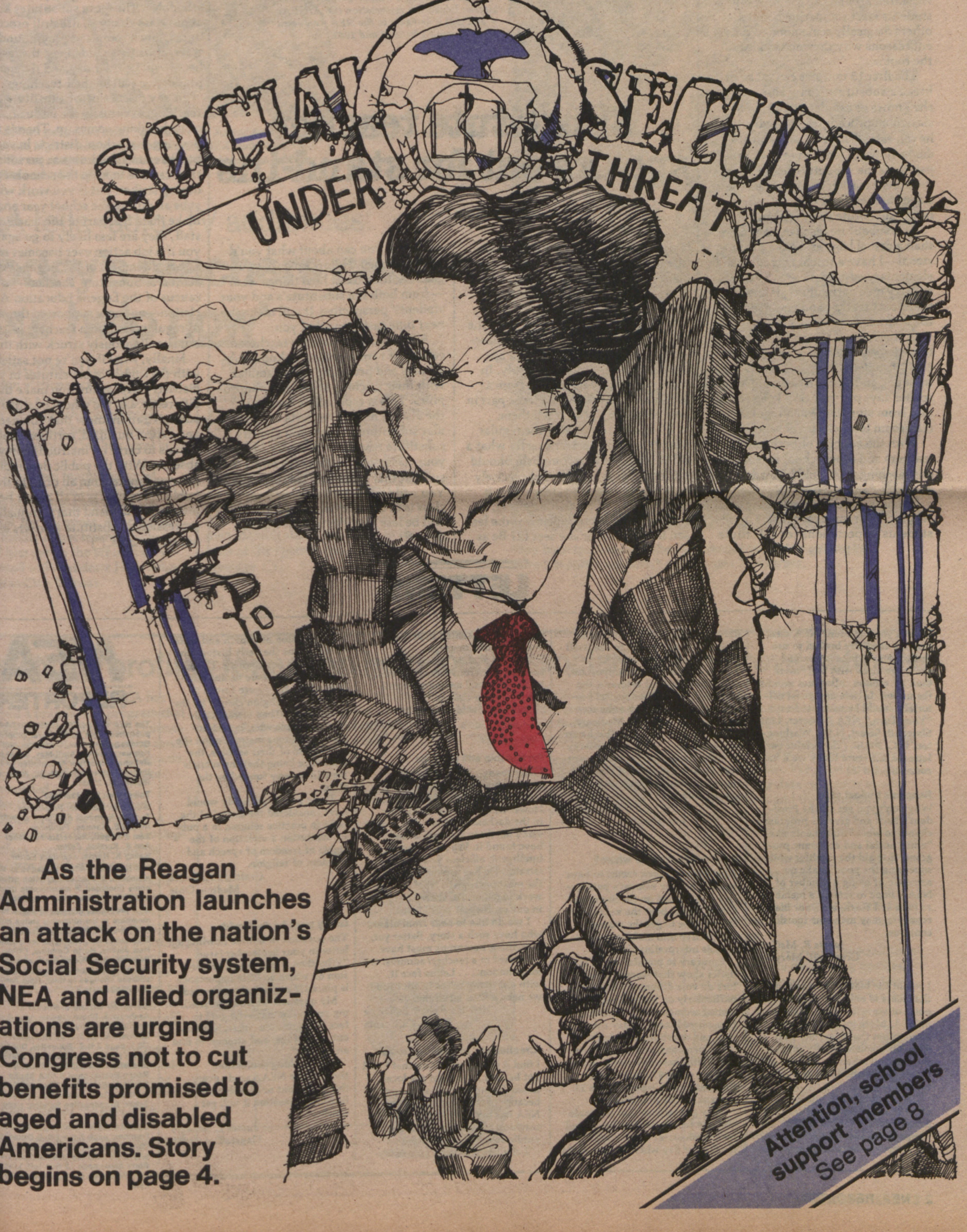

As the Reagan Administration launches an attack on the nation's Social Security system, NEA and allied organizations are urging Congress not to cut benefits promised to aged and disabled Americans. Story begins on page 4.

Attention, school support members
See page 8

YOUR TURN

Stan Collins is in his 12th year of elementary substitute teaching in Eugene, Oregon. He has written several books on substitute teaching and recently won an NEA Hilda Maehling Fellowship for a project to upgrade the substitute's effectiveness in the classroom. Collins chairs the Eugene Association of Substitute Teachers—part of the Eugene Education Association (OEA/NEA)—and was a delegate to the NEA Representative Assembly in 1980 and 1981.

Substitute teacher speaks out for stand-ins

by Stan Collins

When a substitute teacher steps into the classroom, the environment often changes. The whispering starts. Chalk suddenly disappears. Pencils, books, and rulers crash to the floor. Scribbled notes begin their wayward trek around the room. A few students start wandering about and others magically remember 16 different reasons why they need to leave the room.

The first 15 minutes can make or break a substitute's day. How much she knows or can determine about classroom procedures, how effectively he can establish a rapport with students, how students have been prepared for the substitute teacher, how the absent teacher has regarded the substitute teaching role—all affect how a substitute's day will go.

As a substitute teacher, I am more than a casual laborer. I am a professional—I have a teaching credential in elementary education—who expects to carry on a curriculum planned by the absent teacher and endorsed by the district.

In the Eugene, Oregon, metropolitan area, we 375 substitutes serve 34,000 students, help out nearly 2,000 teachers, and work in excess of 16,000 school days per year. We keep education from stopping when regular classroom teachers are absent.

With the support of both regular teachers and other school personnel, our teaching role could be made less harrowing and considerably more productive. How? For one thing, the regular classroom teacher sets up the students' expectations for substitute teachers. If it is implied that a substitute is there only to maintain a semblance of control or to babysit, students aren't likely to respect that person as a *teacher*.

If it's made clear, however, that the substitute will continue normal classroom instruction, the class will approach the substitute differently. In short, what students expect from a substitute like me plays a large part in how effectively I can teach them.

It's also important for the regular teacher to make it clear exactly what a substitute should accomplish. Should the lesson plan be followed precisely (is it written down so clearly that it can be followed by anyone else?), or can the substitute supplement the lesson however he or she sees fit? Be as explicit as you can about what you'd like to happen. Follow up once you get back to find out how things went—from both the substitute's and your students' perspective. It will make the next time easier on all of you.

Also, regular classroom teachers can benefit from getting to know substitutes and becoming more familiar with their teaching styles and philosophies. This is especially effective if the district honors requests for particular substitutes. When you identify a substitute teacher who works well in your classroom, make every effort to see that that substitute is called back. You will feel better knowing your class is in capable hands, and the kids will be less likely to feel they have a day off.

All school employees can make the substitute teacher feel more a part of the school. Introduce yourself to a new face in the hall or in the faculty lounge. Offer any information or insight you can on building policies or schedules. The more substitutes know about class changes, fire drill procedures, lunch room and playground rules, and other guidelines, the less hectic will be their day and the more productive will be their teaching.

In any discussion of substitute teaching, eventually the issue of strikebreaking comes up. There's no denying that school districts have pandered to substitutes as personnel they can use to keep the schools open during strikes. But if you work with subs all during the school year and make them feel part of the teaching staff, they are less likely to go against you if a job action ever becomes necessary. Members of the Eugene Association of Substitute Teachers—a caucus of the Eugene Education Association—not only supported the strike of regular classroom teachers in 1978 but simultaneously struck with them.

Finally, what if you're not satisfied with the caliber of substitutes in your district? Here, again, you make the difference. Let the school board and administration know that you need and expect qualified, certified professionals to carry on instruction in your absence. With the public demanding more and more from all of us in the public schools, it is in all of our best interests to demand that top-quality, professional substitute teachers enter our classrooms. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Reagan's budget cuts

Why don't you get off the President's back and give his program a chance to work? Statements like "elitist social and economic programs that aid the wealthy while squeezing the poor" make me ashamed of being a member of NEA. I hope to remain a member as long as I teach, but your biased reporting may make me too sick to continue.

James R. McGann
Greenbelt, Maryland

I resent the blatant assumption that there is only one political point of view for all . . . members of NEA. More infuriating is the assumption that everyone who does not wholeheartedly support the position taken by NEA on all issues is anti-child and anti-education.

I am certainly not totally in favor of every program President Reagan stands for but neither am I opposed to everything he stands for. Everyone opposes runaway inflation and high taxes, but each interest group chooses to see itself above the need for cutbacks.

Sure education is all-important, but so are disabled veterans, the handicapped, environmental protections, national park enhancement, cancer research, Medicare, Social Security, etc. If cutbacks are necessary, let's expend our energy to make them in the most efficient way in *all* areas—rather than continue lobbying for each specific special interest.

Susan Cosgrove
Los Alamitos, California

Who makes laws for whom?

Now that everyone seems to have agreed that the women's perspective was needed on the Supreme Court, what about the next step? Isn't it time to get the women's perspective into *making* laws as well as interpreting them?

Contrary to popular myth, statistics show that women legislators *do* vote differently from men, particularly on issues directly affecting women: ERA, reproduction-related matters, day care centers, and questions of salaries, taxes, pensions, and Social Security. With these differences in perception, can a 97 percent male Congress fairly represent the 53 percent female population?

Why not require that one male and one female senator be elected from each state? That would hasten the day when women could be fairly represented in at least one house of Congress.

Women in state legislatures may soon be numerous enough to ratify a constitutional amendment calling for such a change.

Is this too wild a dream?

Henrietta Wexler
Washington, D.C.

Partnership still possible

I hear many complaints and stories about the relationship of teachers with their administrators. However, there is a silver lining in the darkest of clouds. We in this small northern California town have found it. We now have an intelligent, efficient young administrator. He has proven to us, even the most pessimistic, that we can work together. He shares our pride in our profession.

I would like to hear from others who have such a story. Better yet, something humorous must have happened in a teacher/administrator situation. . . . Let us face it, with our many crises in education we need a little sunshine.

Robert Ballering
Weed, California

'Creationism' in public schools

I find it deeply upsetting that I will not be able to support my local union during a negotiations year because of the recent stand the NEA has taken opposing the teaching of creationism in the public schools. . . .

I challenge anyone who is crying separation of church and state to reexamine the early history and literature of our country. Those who came here were fleeing countries where they were forced to practice the religion chosen by the government. They were a God-fearing people who, in fact, included religious instruction in the curriculum of their schools, the difference being that the schools were in no way funded by the state.

These people probably would have considered the denial of the right to practice religion in a public institution a violation of the rights of freedom of speech and freedom of religion.

Gretchen A. Petrie
Medina, Ohio

Query must be dealt with

The question in Bobbie Bowling's letter in your September issue, "Why then is teaching a profession on which so little importance is placed?" needs to be answered.

My question is: Does the teaching profession have the *guts* to face that question squarely, without subterfuge, and attempt to find an answer?

The teaching profession, through the NEA, can do everything else, but until it deals with Bowling's question it will get nowhere.

James L. Sanders
Flagstaff, Arizona

NEA
REPORTER

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Contributing writers: pages 4-6 **David Foerster;** page 7 (top) **Bob Gruenberg,** (middle and bottom) **Howard Carroll;** pages 8-9 **Barbara Lawless;** page 11 **Barry Abel;** page 13 (top left) **Linda Harsche;** page 14 (top) **Anna Mary Lyle.**

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Donald Berry

"Look at that gorgeous hair!" exclaims Ed Asner as he flips through his high school yearbook in new NEA public service spots. The messages salute those inspiring teachers whom students remember all their lives.

NEA tells radio, TV audiences:

'Today's teachers need your help now'

WASHINGTON, D.C.—Radio and television stations across the country have begun airing new NEA public service messages that encourage adults to help teachers and students by getting involved in their local public schools.

The messages feature actor Ed Asner, who donated his time and unearthed his high school yearbook, shown in the TV spots. Asner reminisces fondly about teachers who helped him get on the school newspaper staff at Wyandotte High School in Kansas City, Kansas.

He offers a few ideas on how people can get involved. "Don't do anything fancy," Asner says. "Chaperone a field trip . . . or be a teacher's helper. Do it for the kids—or for that teacher who went the extra distance for *you*."

The spots offer a new NEA brochure listing other ways people can volunteer their time and talents to help make public education work. Many NEA affiliates have added their own identification "tag lines" to the ends of the spots to localize the message. ☐

"Pay back that teacher who was special to YOU by getting involved in public schools," Asner urges TV viewers.

New NEA profiles for action help local associations improve schools

WASHINGTON, D.C.—NEA has developed a unique new program that gives local affiliates and their community allies the tools they need to assess existing school policies and programs and to push for whatever changes may be needed.

Under the general heading of "Excellence in Our Schools," NEA Instruction and Professional Development offers a series of documents setting forth bench marks against which to evaluate specific programs and services in a school district. Each "profile" document includes survey instruments on which teachers rate the quality of various school offerings as excellent, adequate, or deficient.

These data are tabulated and analyzed at NEA Center and returned to the local association. Then, using the planning steps suggested in the profile document, the local can develop its own action plan for bringing about improvements where they are found to be needed—in specific schools or systemwide.

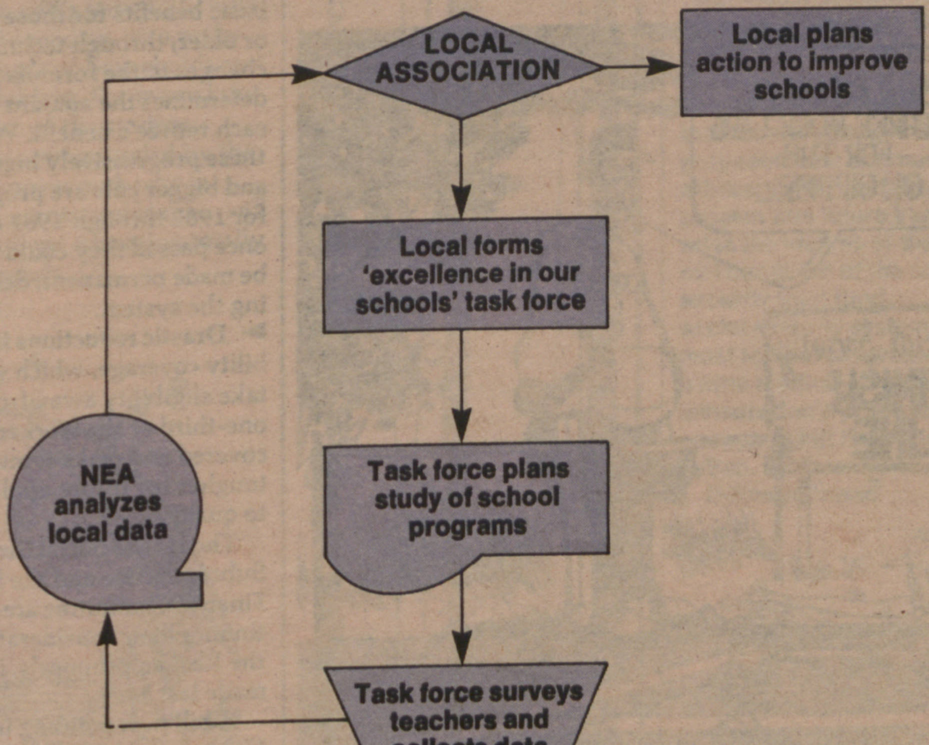
The first three of the new NEA-IPD documents deal with areas that have been fraught with confusion and conflict: education of the handicapped, bilingual education, and racial equality in the schools. They are now being field-tested in Jefferson County, Ky.; Las Cruces, N. Mex.; San Antonio and El Paso, Texas; Seattle, Wash.; Memphis, Tenn.; Orange County, Fla.; and Indianapolis, Ind.

"We're very excited about taking on this professional project to improve racial equality in our schools," reports Indianapolis Education Association President Pat Brown. "We see it as a way to improve the image of our association. We hope to use the results of our data collection to educate teachers and the community about the problems that make teaching here more difficult than it has to be."

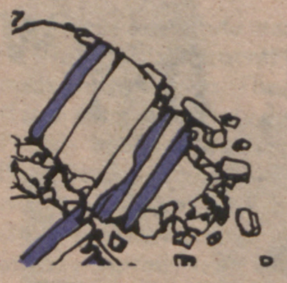
Working with teachers on the project will be a community component including representatives of the Indianapolis urban league, chamber of commerce, civil rights groups, and the local clergy.

Meanwhile, NEA-IPD specialists in Washington are developing profiles for action in the areas of student assessment, migrant education, teacher education, and college faculty governance. NEA's eventual goal is to offer a whole professional library of such profiles.

For information about initiating an "excellence in education" project in your district, contact your local association president or UniServ director, or your state association's IPD staff. ☐


LOCAL ASSOCIATION
Local plans action to improve schools
Local forms 'excellence in our schools' task force
Task force plans study of school programs
Task force surveys teachers and collects data
NEA analyzes local data

SOCIAL SECURITY
UNDER THREAT

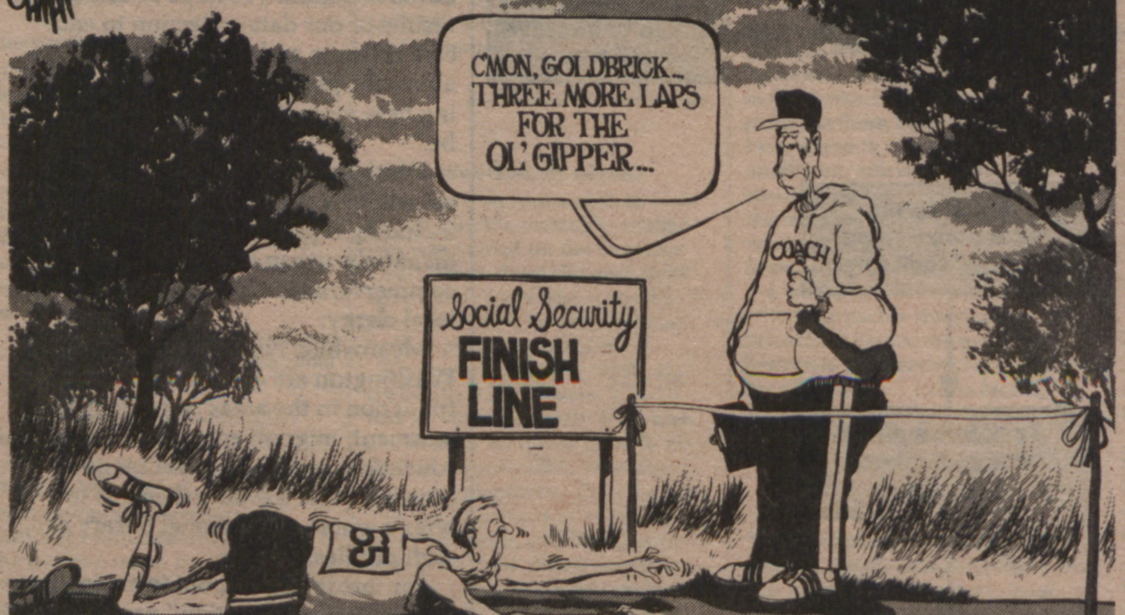


A junior high school teacher with high blood pressure is planning to take early retirement at age 62 and expects to receive a Social Security benefit of $372 a month. If the Reagan Administration has its way, she will get only $247—a loss of $1,500 a year, or $23,000 over her probable remaining life span. Her retirement plans—like those of hundreds of thousands of other Americans approaching age 62 or 65—have been thrown into chaos as she finds she can no longer count on the level of income she thought she would have.

A 35-year-old secretary in an Oregon elementary school has lost six months of work out of every year since 1976 because of multiple sclerosis. She can no longer work at all and hopes to collect disability benefits for herself and her family to cope with mounting medical bills. But because she hasn't worked steadily over the past five years, the Administration wants to declare her ineligible.

An unmarried teacher in Appalachia who retired at age 65 collects a government pension of only $100 a month, plus a full Social Security benefit of $300 a month. Under the Reagan proposal to cut basic Social Security benefits by 10 percent, his total income—already well below the poverty level—will be reduced to $370 a month.

A paraprofessional's 75-year-old mother who clerked in a store for a few years in the 1940's has an earnings record that qualifies her for only $15 a month in Social Security benefits. Thanks to the $122 minimum benefit "floor," she has been getting $122 a month. From now on she will receive $15 a month.


OLIPHANT THE COLUMBUS DISPATCH ©1981 BY CHICAGO TRIBUNE-N.Y. NEWS SYNDICATE
C'MON, GOLDBRICK... THREE MORE LAPS FOR THE OL' GIPPER...
COACH
Social Security FINISH LINE

Reprinted by permission of the Chicago Tribune–New York News Syndicate, Inc.

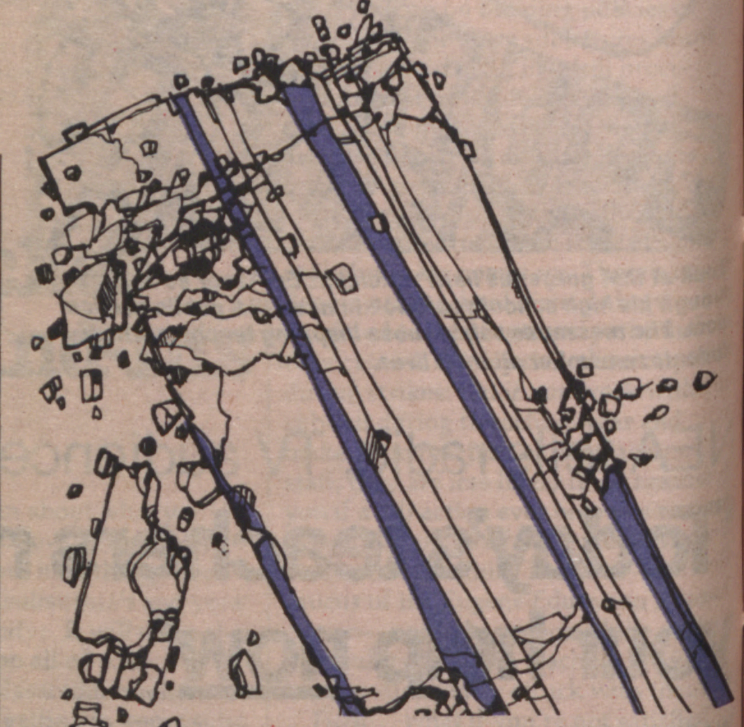
WASHINGTON, D.C.—The Reagan Administration's proposals to reduce benefits for all retirees, dependents, and disabled persons amount to nothing less than a full-scale attack upon the nation's Social Security system.

Some 36 million Americans—almost one in seven—now receive a monthly Social Security check. Nine out of ten workers are covered by Social Security in their employment, including 70 percent of all teachers and other school workers. Nearly every NEA member's family has a stake in the Social Security system.

The deep, deep cuts now being called for would represent a violation of the government's social contract with both Social Security contributors and recipients.

The Administration is pressing Congress hard for—

► **A one-third reduction in early retirement benefits.** Those who retire at age 62 now receive 80 percent of the full benefits they would collect at age 65. The President proposes cutting this to 55 percent—presumably to encourage people to continue working longer. About 70 percent of all workers now take early retirement, but most of them do so out of necessity, due to poor health or inability to find a job. Slashing their benefits—and their spouses'—would penalize them for conditions over which they have no control.



► **A 10 percent reduction of basic benefits for those age 65 or older,** through technical changes in the formula that determines the amount of each retiree's benefit. While these progressively bigger and bigger cuts are proposed for 1982 through 1987 only, once passed they could easily be made permanent, destroying the system.

► **Drastic reductions in disability coverage,** which would take eligibility away from one-third of the workers now covered and make it much tougher for future applicants to qualify.

The House Social Security Subcommittee and the Senate Finance Committee are continuing their consideration of the Reagan proposals, first made last May.

A bill now pending in the House would go even further, gradually **raising the age of eligibility for full Social Security benefits from 65 to 68.**

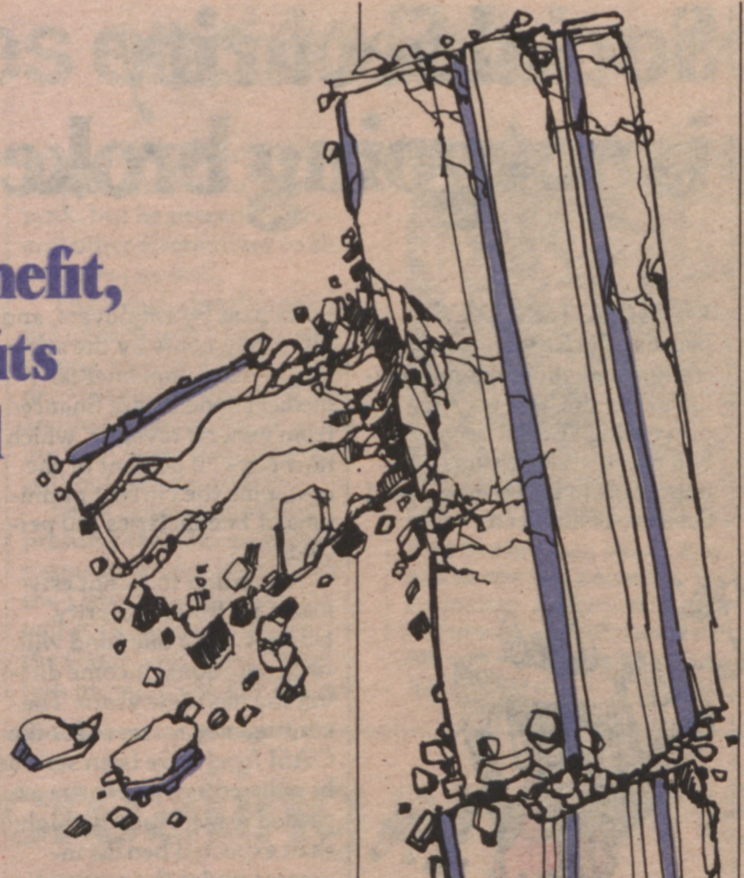
NEA and some 90 other national organizations in the Save Our Security (SOS) Coalition are lobbying intensively against any cuts in benefits. NEA and the coalition are also working to restore the $122-a-month minimum benefit, eliminated in this summer's first federal budget "reconciliation" bill.

NEA is urging Congress to use caution and restraint as it considers the Social Security financing picture. "We simply do not know whether current economic conditions are an aberration or a long-term trend," NEA told a congressional hearing this summer. "At some future time it *may* be necessary to change [basic benefits], but we believe it is premature to act now."

NEA and its SOS allies are pushing for changes in the law to allow payroll taxes to be reallocated among the four Social Security trust funds. This would take care of temporary cash flow problems resulting from recent high inflation.

Regardless of any Social Security financing bill that may be passed or defeated by Congress, the Administration can be counted on to press for deeper Social Security cuts through the "reconciliation" step in the budget process.

NEA has called on its local affiliates to ask all members in all school buildings to launch a massive letter-writing campaign that will let Congress know in no uncertain terms that the government must keep its promises to the aged and disabled. ☐



Minimum benefit, student benefits already killed

WASHINGTON, D.C.—Two major Social Security programs have already been killed by the first "reconciliation" bill enacted by Congress this summer to bring spending into line with the Administration's budget targets.

The $122 minimum monthly benefit was abolished, and student benefits for the children of retired, disabled, and deceased workers will be rapidly phased out.

The minimum benefit was established as a retirement income "floor" for people whose low Social Security earnings records would entitle them to less than $122 a month. Many NEA members who worked occasional second jobs in the private sector have been in this group, along with nonemployed widows whose spouses died young and women who entered the workforce at middle age.

The minimum benefit had already been scheduled to be phased out over time. Its sudden elimination marks the first time in the 46 years since Social Security was enacted that Congress has voted to cut benefits for persons *already receiving them,* rather than for future beneficiaries.

This unprecedented reduction will work a real hardship on the estimated 3 million older Americans receiving the minimum benefit—2.3 million of them women.

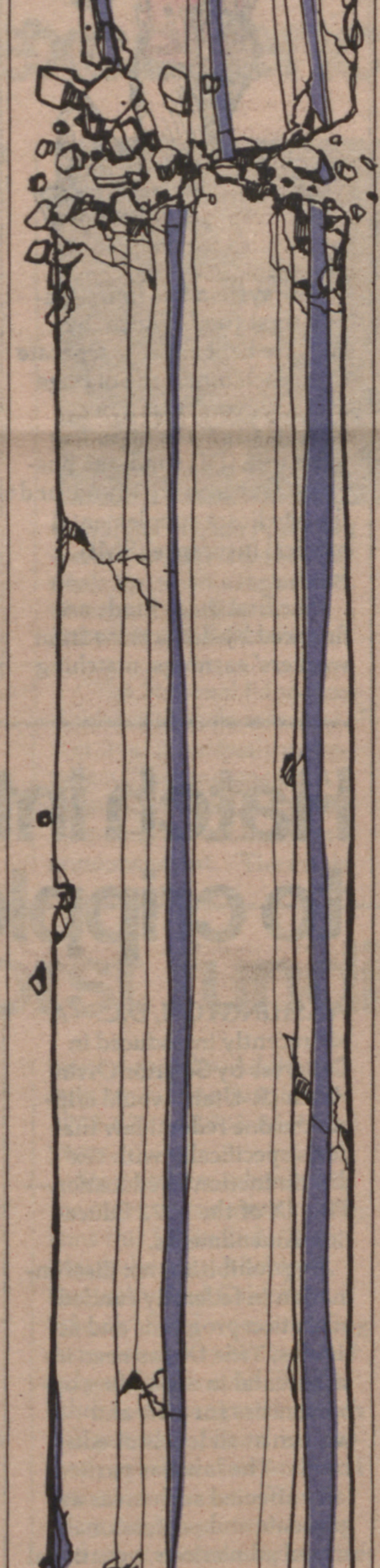
The Administration argued that the "truly needy" in this group can shift to the Supplemental Security Income program. But many of those now losing their minimum benefit will be just "wealthy" enough to be ineligible for SSI benefits, or too proud to apply for them because of SSI's "welfare" stigma.

Student benefits for 18- to 21-year-olds with a retired, disabled, or deceased parent will be phased out over a four-year period. Payments to new beneficiaries 18 or older in postsecondary institutions and 19 or older in high schools will be eliminated effective next August.

Students currently receiving these benefits will have their checks reduced by 25 percent each school year beginning in 1982-83. *There will be no more student benefits at all after July 1985.*

Almost 800,000 students received Social Security benefits in 1979—benefits planned for and earned by their parents. The amount of the payments has been based on a portion of the worker's monthly benefit—50 percent if the worker is living, 75 percent if he or she has died.

Elimination of student benefits will particularly hurt low- and median-income female heads of households and their children. For many families, loss of the student benefit—compounded by the simultaneous cutbacks in federal grants and loans—will put a college education totally out of reach. ☐

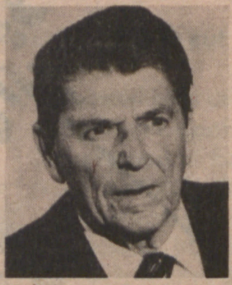


Debate sharpens issues

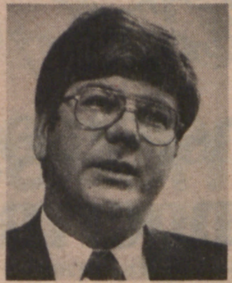
"Benefits are paid as an earned right as well as a legal right. It is not surprising that the country is reacting with outrage to proposals that would violate the compact between the contributing worker and his government."
—Robert M. Ball, *U.S. Commissioner of Social Security, 1962-73*

"This administration has sent a confusing and frustrating message to older Americans. In proposing massive cuts in the social security retirement system, it has told them they must work more years and then expect lower benefits once they retire. . . . We have a good faith agreement with these Americans. Others may propose to break this agreement, but the Congress simply must not permit that it be done."
—Rep. Jim Wright, *D-Texas*

"Our senior citizens have enough pressure on them to make ends meet without facing the prospect of being unable to afford to retire even if their health requires it. The proposed cuts are much too arbitrary. They unfairly make present and future beneficiaries the victims of the financial condition of the social security trust fund. . . . The social security system, like most federal programs, needs a little medicine but the administration's proposal is enough to kill the patient."
—Sen. Claiborne Pell, *D-Rhode Island*



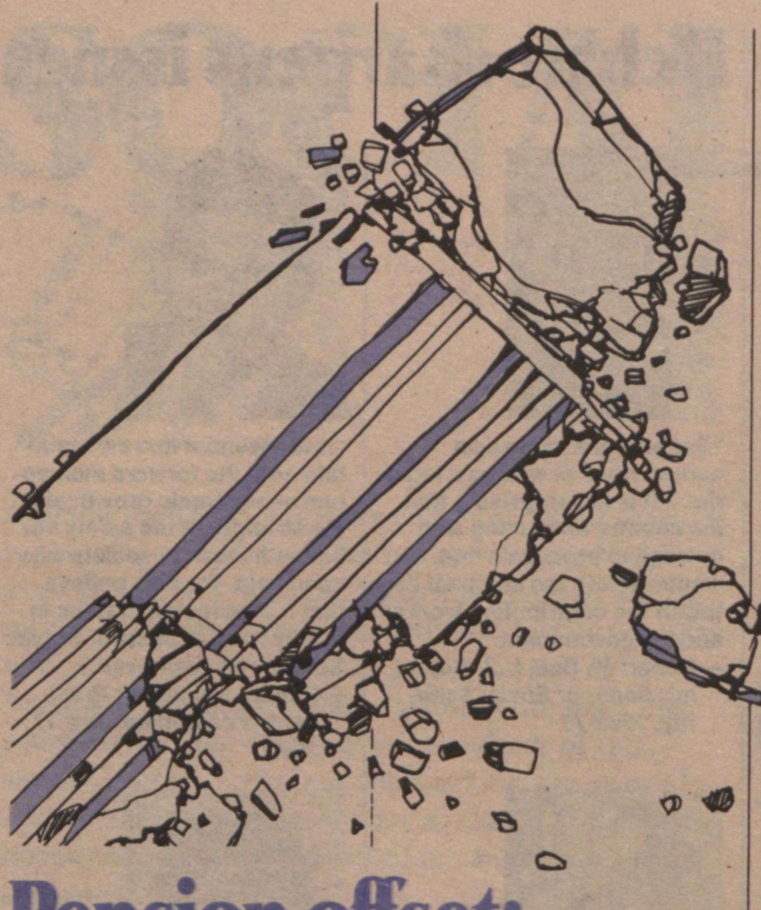
"It is essential that we maintain both the forward momentum of economic growth and the strength of the safety net beneath those in society who need help. We also believe that it is essential that the integrity of all aspects of Social Security be preserved."
—Ronald Reagan *as Presidential candidate, July 17, 1980*



"It is a myth that Social Security should maintain everyone at a middle-class level in their retirement years."
—John Svahn, *U.S. Commissioner of Social Security*

"We are facing the most devastating bankruptcy in history on or about November 3, 1982. . . . The growth of Social Security benefits must be slowed and it must be slowed soon."
—David Stockman, *director, Office of Management and Budget*

"While we must face the fact that the program is due for reform, we must also keep our promise to current recipients who depend on their benefits and cannot plan for new sources of income, and to those who are quickly approaching retirement age. We must be sure that any action we take will be fair and equitable to all participants."
—Rep. Olympia Snowe, *R-Maine*



Pension offset: a lingering problem

WASHINGTON, D.C.—As part of the campaign to protect Social Security benefits for members and their families, NEA continues to press Congress for repeal of the "government pension offset" provision passed in 1977.

While it pales somewhat beside the unprecedented current threats to basic benefits, this four-year-old provision remains an NEA target because of its discrimination against teachers and all other public employees who retire from jobs not covered by Social Security.

If a public employee qualifies for dependent's benefits based on a spouse's work covered by Social Security, those benefits are reduced ("offset") dollar for dollar by the amount of his or her own government pension. A teacher or other employee in a school district that does not provide Social Security coverage can thus lose the entire spousal Social Security benefit when he or she retires.

Under current law, no such offset is applied to spousal benefits received by those with pensions from employment in nonprofit organizations not covered by Social Security, or those with pensions based on work which is also covered by Social Security.

The 1977 law that imposed the offset on government employees exempted women until December 1982; men are already affected. More than 100 members of the House of Representatives have sponsored bills over the years to repeal the offset, but none have passed.

As we go to press the House Social Security Subcommittee has tentatively agreed to phase in the offset for women beginning in 1983, but NEA lobbyists are working with individual subcommittee members to try to get that decision reversed. ☐

Social Security is not going broke

WASHINGTON, D.C.—Because the Reagan Administration is pushing major benefit cuts as the best way of preventing "Social Security bankruptcy" next year, it is important to know how Social Security is financed.

The system has four separate trust funds which, by law, are kept entirely separate from each other: the old-age and survivors' insurance (OASI) fund, the disability insurance (DI) fund, the hospital insurance (HI) fund, and the Medicare supplemental medical insurance (SMI) fund.

The first three funds are financed by deductions from workers' earnings, matching taxes paid by employers, and FICA payments by the self-employed. Supplemental medical benefits are financed from general revenue, which now pays 70 percent of the cost, plus the current premiums of beneficiaries (30 percent).

According to recent estimates by Social Security trustees, only one fund will need additional income during the next few years. The contingency reserves for the OASI fund have been seriously reduced as prices have exceeded wages, causing higher than expected benefit increases under the automatic cost-of-living adjustments.

In addition, income to the fund has been less than expected. This short-term problem is one caused entirely by economic conditions and has nothing to do with the increasing ratio of older retired people to younger people still in the workforce.

There is a myth being widely circulated by the Administration that we have had a progressively worsening situation for Social Security because of a change in the ratio of beneficiaries to contributors. The reality is that even a future increase in the ratio of those drawing benefits to those paying in is by no means certain.

While there will be more older people in the early decades of the next century, there may be fewer children, so that the total number of dependents per worker will not increase.

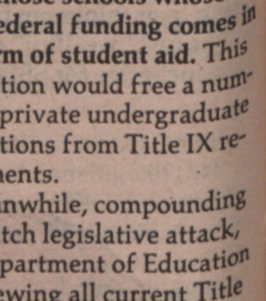
Further, it can be expected that the real wage level will be much higher in the long-range future than it is today —perhaps twice as high by 2025 after Social Security taxes—so that any increase required in Social Security contributions would be easier for workers in the future to bear.

There are only four tools available to shore up the old age and survivors' insurance fund in the near future: (1) increasing payroll taxes, which the public will not accept; (2) cutting benefits, which the Administration is proposing; (3) allowing OASI to borrow from surpluses in the DI and HI funds; and (4) infusing dollars from general revenues.

NEA believes—and the Administration agrees—that the law should be changed to allow interfund borrowing. A temporary provision of this kind would take care of the OASI shortfall until higher payroll taxes, already scheduled to take effect in 1985, correct the imbalance.

Should economic conditions result in further shortfalls, NEA recommends that Congress grant temporary authority to shore up the OASI fund from general revenues—a practice widely used in other countries and one that has been recommended by Social Security Advisory Councils since 1939. ☐

Hatch introduces bill to cripple Title IX



WASHINGTON, D.C.—A bill recently introduced in Congress by Senator Orrin Hatch (R-Utah) would cripple the one federal law that deals specifically with sex discrimination in education—Title IX of the 1972 Education Amendments.

By prohibiting sex discrimination in federally funded education programs and activities, Title IX has been instrumental in expanding opportunities for girls and women at all levels of education. The law has particularly affected such areas as graduate and professional school admissions, vocational education, athletics, and counseling.

The Hatch legislation, which NEA is vigorously opposing, would—

► **Remove employment coverage from Title IX.** Federal circuit courts are now split over whether the statute in its present form protects school employees or just students from sex discrimination. The Supreme Court will be hearing this issue during its fall term, but the Hatch bill would amend Title IX to exclude employees from coverage, regardless of the high court's decision.

► **Limit coverage to the specific educational programs that receive federal money.** The government has always interpreted Title IX as covering *all* educational programs of an institution that receives federal funds. Narrowing this coverage would critically weaken the law, permitting the expenditure of federal tax dollars on schools that discriminate on the basis of sex.

► **Exclude from Title IX coverage those schools whose only federal funding comes in the form of student aid.** This exemption would free a number of private undergraduate institutions from Title IX requirements.

Meanwhile, compounding the Hatch legislative attack, the Department of Education is reviewing all current Title IX regulations with an eye toward "reform."

Also under "review" by the Reagan Administration are regulations for enforcing laws that protect the rights of minorities (Title VI of the 1964 Civil Rights Act) and the handicapped (PL 94-142). ☐

Bell urges end to Education Department . . .

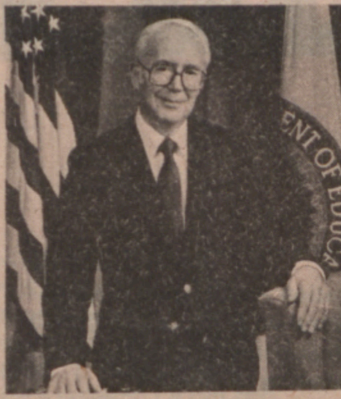
WASHINGTON, D.C.—Forecasts of the imminent extinction of the U.S. Department of Education picked up late this summer as a report leaked to the press that Education Secretary Terrel Bell had suggested to the White House other ways to organize federal education activities.

Dismantling the cabinet agency created by former President Jimmy Carter was one of Ronald Reagan's Presidential campaign pledges.

Secretary Bell reportedly came out in favor of converting the department into a research-oriented federal foundation for education and stripping it of its cabinet rank, but he presented several other alternatives to the President as well.

These included dispersing the department's functions among various other cabinet departments, merging it with another department, or making it an independent agency without cabinet status.

Bell's options appear to presume that the major programs now administered by the Department of Education will eventually be shifted to the states—an Administration proposal not yet accepted by Congress.



If he has his way, Terrel Bell will be the last Secretary of Education. Bell would like to remove his department from the cabinet and downgrade the federal role in education.

Acting in coalition with some 40 other organizations united on the need to ensure that the federal government maintains its legitimate role in education, NEA will do battle on this with all the resources at its command, pledged Association President Willard McGuire.

"Education's problems these days are many and loom large," he added. "We must assume that the Education Department challenge, tuition tax credits, and cuts in aid to critical school programs are all part of this Administration's plan to gut public education."

Several bills calling for the crippling or demise of the Department of Education have been introduced by various members of the House and Senate, but none are given much chance of passage. The Reagan Administration is expected to decide among the options laid out by Secretary Bell and to send its own reorganization proposal to Congress late this year. □

. . . while creating a new national commission on excellence in education

WASHINGTON, D.C.—A new National Commission on Excellence in Education has been named by Education Secretary Terrel Bell to find ways to improve the quality of the nation's schools, colleges, and universities—both public and private.

Announcing the appointment of the commission in late August, Bell said it will spend 18 months studying education from top to bottom and will then make recommendations on how to foster higher levels of academic excellence. The commission will conduct hearings throughout the country to receive testimony and expert advice.

Bell said the commission will encourage education policymakers at the state and local levels to adopt policies and standards that "will hold in high esteem the attainment of the highest order of literacy and academic competence." Special emphasis, he said, will be on writing with clarity and profoundness and on mastering mathematics, spelling, basic science, economics, and the principles of government in a democracy.

The commission will be headed by the president of the University of Utah and includes three other college presidents, two college professors, the governor of Minnesota, the 1981 Teacher of the Year, the president of the National School Boards Association, a California school board president, a New Mexico school superintendent, the Nebraska commissioner of education, and two high school principals.

University of Utah President David Pierpont Gardner will chair the newly established National Commission on Excellence in Education.

"The National Education Association welcomes any effort to achieve quality education," commented NEA President Willard McGuire following the commission's announcement. "The establishment of high and realistic standards for education and the teaching profession is our number one priority. We will continue our vigorous pursuit of academic excellence, and we wish the new commission well in its efforts to achieve our common objectives.

"Those of us who deal with the schools on a daily basis are well aware that there are no easy answers or quick-fix prescriptions for the nation's education ills. NEA is comforted by the fact that Secretary Bell noted in his news conference that teachers are not paid adequately and that 'thousands of them live on the edge of poverty.' We would hope that the commission would make that kind of information part of its report, because it's a foregone conclusion that academic excellence cannot be achieved without paying the price for quality teachers.

"NEA will watch very carefully the work of the commission. The Association urges its members to take advantage of every opportunity to provide input into the commission's study—particularly by participating in the hearings that will be held nationwide. NEA will give careful scrutiny to the commission's findings and recommendations to ensure that the right to equal educational opportunity for all Americans is not infringed upon.

"NEA will vigorously oppose any suggestions for elitist school systems or any findings that suggest support for tuition tax credits," McGuire concluded. □

Schools face worst funding crisis ever

WASHINGTON, D.C.—There are some 55,000 fewer teaching positions in public schools across the country this year than last—the largest one-year drop ever recorded. Teachers are losing their jobs because of an unprecedented combination of cuts in federal aid to education, state caps on taxes and spending, and declines in student enrollment.

Stringent local school budgets are also eliminating thousands of educational support and teacher aide positions, further curtailing services to students.

Big losers this fall are school districts that teach basic skills to children from the nation's poorest families under Title I of the Elementary and Secondary Education Act. In the face of reduced federal funding, some districts are cutting back staff in these programs by 20 percent or more.

School lunch programs have also been hard hit. Many districts are considering dropping them altogether, because the sudden reduction in federal subsidies has priced the lunches out of most students' reach. Other districts are scaling down their lunch programs and limiting menus.

The first wave of cuts in federal aid to schools took effect October 1; the full impact will not be known for several months. Additional cuts are in the offing for the 1982-83 and 1983-84 school years.

States where schools face the most severe money problems this fall include Ohio, Massachusetts, Michigan, Kentucky, and California. Schools' fiscal woes are being compounded by the reduced federal dollars available for other social programs, which will put more pressure on already pinched state and local treasuries and set up fierce competition among schools and other community services for the scarce funds.

An NEA survey of state affiliates in early September found many school districts being forced to make cuts in such vital programs as special education, remedial reading and speech, libraries, counseling, art, and music.

School systems are also increasing class size, cutting back on student transportation, slashing bilingual, vocational, and driver education programs—and even eliminating kindergarten.

Frustration over budget cuts, larger class sizes, and other issues triggered some 25 teacher strikes in a half dozen states during the Labor Day back-to-school period. As we went to press, many NEA state affiliates were reporting hundreds of master contracts still unsettled. □

SPOTLIGHT ON SCHOOL SUPPORT STAFF

Food service workers, bus drivers choose DSEA/NEA to represent them

Thelma Farwell, a member of the DSEA Educational Support Advisory Committee, and DSEA President Wally Young check plans for servicing new units of school employees in New Castle County.

WILMINGTON—The Delaware State Education Association (DSEA/NEA) recently won the right to bargain for some 510 school employees in what was formerly the New Castle County school district.

The state's decision to divide the county into four separate school districts dissolved the former bargaining units and necessitated a new round of representation elections.

Food service workers in the four new districts (Brandywine, Red Clay, Christina, and Colonial) and bus drivers in the Colonial district chose DSEA/NEA over AFSCME or the American Federation of Teachers. The Association was also the top vote-getter in two other elections (bus drivers in Brandywine and Christina) but failed to garner the needed majority to be declared the bargaining agent. ☐

Vermont tailors leadership training to meet school support staff needs

RANDOLPH, VT.—For the first time ever, the annual Vermont Education Association summer leadership conference included a special track for nonteaching school employees. Participants were briefed on topics ranging from organizational goals to the necessity of political action. One session they found especially helpful was a collective bargaining simulation.

Practicing their roles at the bargaining table above are *(from left)* Mary Harwood, secretary-treasurer of the Burlington Aides Association; Ramona Lasure, president of the Windsor School Staff Association; Rose Pels, president of the Burlington aides and a new member of the VEA Board of Directors.

Joining the session are teacher Marlene Burke, president of the Rutland Education Association, and UniServ director Terry Kacik. ☐

University staff union wins access to personnel documents

AMHERST, MASS.—The NEA affiliate representing 1,200 clerical, technical, and administrative employees at the University of Massachusetts here has successfully established the right of a collective bargaining agent to have access to materials necessary to process a grievance.

The University Staff Association (USA) and the Massachusetts Teachers Association are backing computer operator Joseph Mirabello, who filed a grievance asking for reasons why an employee with less seniority was promoted over him to an entry-level computer programmer position.

After getting different answers from different levels of management based on different materials, USA finally requested the right to see copies of both employees' IBM apitude tests, the search committee's report, and the job application and resume of the chosen employee. When university officials refused to release this information, USA filed unfair labor practice complaints with the Massachusetts Labor Relations Commission.

Now the MLRC has ruled that the union has the right to see these documents in order to prepare for arbitration of Mirabello's grievance. The ruling stated, "The exclusive bargaining representative is entitled to documentary information which may shed light on the reasons for the disputed decision." ☐

Alabama school workers make less than minimum wage

MONTGOMERY—Some school support employees in Alabama—primarily cafeteria workers—are paid less than the federally established minimum wage.

There are minimum pay guidelines for every classification of state employee here except school support staff and part-time workers (less than 40 hours a week). Without a statewide wage standard for cafeteria workers, local school boards are free to set their own salary schedules. While many school districts pay the federal minimum wage or higher, others do not.

A sampling of Alabama public schools by Educational Research Service, Inc., showed that during the 1980-81 school year, the average hourly wage of cafeteria workers ranged from $3.25 in Chilton County to $4.67 an hour in Huntsville City. The minimum wage is $3.35 an hour.

In 1976, the U.S. Supreme Court ruled in *National League of Cities v. Usery* that the federal minimum wage law doesn't apply to state or local governments. When workers are hired under the federal government's CETA program, however, they do receive the minimum wage or higher. In some districts, CETA workers have been paid more than regular staff employees for doing basically the same work in school cafeterias.

The Alabama Education Association's Educational Support Personnel Organization (ESPO), which numbers 8,500 members, has been trying to develop a statewide salary schedule for school support staff. The absence of guidelines for support personnel wages "shows a total lack of respect for these people and the jobs they hold," says ESPO director Mary Jane Akel.

"The school boards think support workers are a dime a dozen and that they don't have to do anything to get or keep good employees," she adds. "The schools of this state are lucky to have the kind of people we have, who do the job well, yet continue to accept the salaries we pay." ☐

The week of
OCTOBER 11-17, 1981
will be both
NATIONAL EDUCATIONAL
OFFICE PERSONNEL WEEK
and
NATIONAL SCHOOL LUNCH WEEK.

Observances during the week will salute two hard-working groups of professionals—the people who keep America's school offices and cafeterias running smoothly. Hats off!

Rhode Island paraprofessionals fund student scholarships and trips

NORTH KINGSTOWN—Funds raised by organized paraprofessionals here have helped send North Kingstown High School band members to England, special education students to Boston, and Project Close-Up participants to Washington, D.C., to study government.

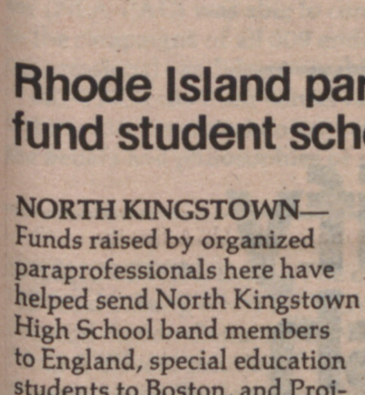
The North Kingstown Association of Para-Professionals (NKAPP), an NEA-Rhode Island affiliate, also awards college scholarships to the high school's seniors, particularly those who are financially needy.

Fund-raising chair Shirley St. Sauveur, a former president of the association, says teacher aides started the fund drives in 1970 "to give ourselves more exposure within the community. When budget time came around, we were always among the first to be cut."

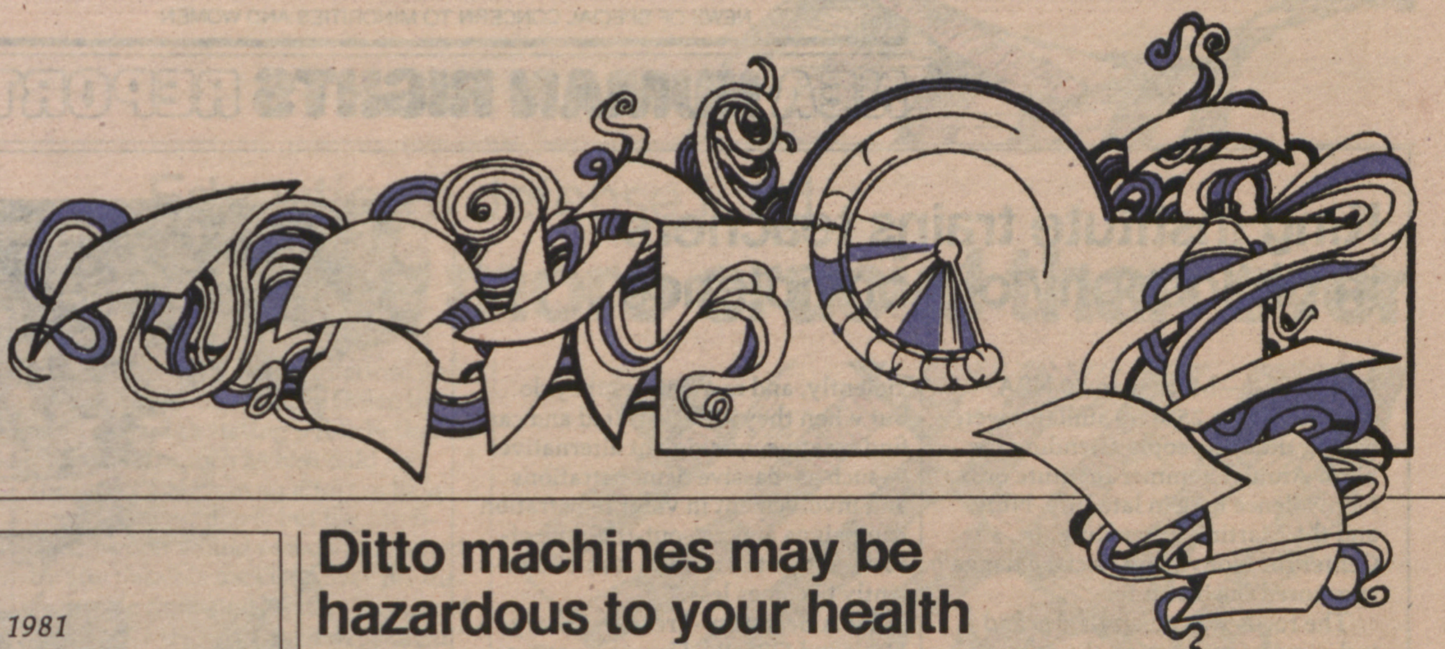
The 32 aides raise money through contributions and by selling candy, pens, and other items at their headquarters, conveniently located near the school's faculty lounge, department offices, and supply room.

Over $2,500 was distributed among scholarships and special student activities last school year. Every year, two $100 scholarships are awarded by lottery to the children of paraprofessionals. Two additional scholarships of $250 each go to seniors who can show good academic standing, participation in extracurricular and community activities, good citizenship, and financial need. Since 1981 was such a successful year for fundraising, two extra scholarships were awarded.

"We never stop raising money," explains Marlene Bailen, NKAPP vice-president. "If we have more money, we just increase the number of scholarships." ☐



For over ten years, Rhode Island paraprofessional Shirley St. Sauveur has helped raise money to provide college scholarships and special trips for North Kingstown High students.



Ditto machines may be hazardous to your health

If your job includes running a "ditto" machine, be careful. Check to see if the duplicating fluid consists of methyl alcohol (also known as wood spirit, wood alcohol, wood naphtha, and methanol).

Unless such duplicating machines are properly ventilated—enclosed with a slot exhaust, wall fan, or kitchen range–type hood—they can cause blurred vision, headaches, nausea, and dizziness.

A 1980 study of the Everett, Washington, school district by the government's National Institute for Occupational Safety and Health (NIOSH) showed that 75 percent of the duplicating machines exceeded NIOSH limits for methyl alcohol. Teacher aides were most seriously affected; they reported symptoms more frequently than teachers. The more time aides spent at the machines, the more severe their complaints.

Health hazards are increased if one collates and staples freshly duplicated papers, as methyl alcohol is absorbed by the skin and can cause skin irritation. NIOSH recommends letting the papers air for 24 hours.

NIOSH also warns against cleaning one's hands with methyl alcohol—better to use soap and water, or some other nontoxic cleanser. Those handling duplicated papers should wear rubber gloves, says NIOSH.

If you think your school's duplicator might be an occupational health hazard, contact your local or state Association for help. For further information, including diagrams of suitable venting systems, write NIOSH F9, 4676 Columbia Parkway, Cincinnati, OH 45226. ☐

Midwestern school bus drivers win $120,000 in two disputes

Bus drivers in two Midwestern states are not only richer as the result of legal action taken to protect their rights, but even more importantly, they have demonstrated that support staff are a force to be reckoned with.

MARION, ILL.—Eleven bus drivers recently accepted $20,000 in an out-of-court settlement after a private bus company refused to hire them because of their union involvement.

The 11 had been active in the Marion Employees Association, which was affiliated with the Illinois Education Association (IEA). Formed in 1976, MEA represented most of the school district's 32 bus drivers, but the Marion County Board of Education refused to recognize the union.

A year later, the school board contracted out its busing operations to a private firm. All drivers were required to reapply. Although the 11 MEA activists were experienced and qualified, none was rehired.

Backed by the IEA-NEA Unified Legal Services Program, they took their case to district court. During the first day of trial, the bus company offered the $20,000 settlement, which will be divided among the 11 drivers. ☐

ALPENA, MICH.—Forty-five school bus drivers here have won a circuit court suit that will mean $100,000 in salary to them.

After school officials discovered that a new contract bargained by the local unit of the Michigan Educational Support Personnel Association (MESPA) would cost $100,000 more than they had computed, they attempted to make the bus drivers pay for the district's failure to master basic math.

The new contract provided that drivers would be paid for all the time they spent driving a school bus, not just the time students were aboard. The district sued to set aside the contract, and also unilaterally reduced drivers' pay to the terms of the previous agreement.

A circuit court judge ruled that the school district must honor its contract with the employees, because "the mistake of the employer was not of such consequence that enforcement would be unconscionable." The drivers received back pay withheld by the school board, plus interest.

The Alpena bus drivers joined MESPA last year and were supported in their legal struggle by MESPA and the Michigan Education Association.

"The security of belonging to a large organization like MESPA is what saved us," said Esley Van Wagoner, president of the local. "This case went over $30,000 in court costs; we could never have afforded it as an independent local." ☐

NEWS OF SPECIAL CONCERN TO MINORITIES AND WOMEN

NEA HUMAN RIGHTS REPORT

King institute trains teachers in philosophy of nonviolence

ATLANTA—More than 50 NEA members from 25 state affiliates were among the 200 people attending the Sixth Annual Summer Institute on Nonviolence here in late July. NEA and the Martin Luther King, Jr., Center for Nonviolent Social Change sponsored the institute.

The focus was on strategies and techniques for defusing the potential violence many civil rights leaders predict will occur if present social and economic trends continue.

Coretta Scott King, wife of the slain civil rights leader, said the mission of the institute is "to help ensure that [protests] will be characterized by disciplined nonviolence instead of the kind of rioting and violence which recently rocked the United States and Great Britain."

When people are frustrated and see no way out, she said, "they can react violently, and many times they do. But when they are frustrated and can find creative, nonviolent alternatives—such as massive demonstrations and involvement in voter registration campaigns and get-out-the-vote efforts—then the need to lash out violently becomes less."

NEA Secretary-Treasurer Mary Hatwood Futrell addressed institute participants on education's role in a violent society. "We must teach that there is violence that is more vicious than the physical," she said.

"Political violence denies the vote and cuts social programs. Self violence increases drug abuse. Economic violence involves unemployment, job exploitation, segregation, and [sex discrimination]. Educational violence denies quality education to the poor and advocates tuition tax credits for the wealthy," Futrell noted.

NEA members attending Atlanta's King Institute develop lesson plans for teaching nonviolence. Leading the session (second from right) is Jean Young, former chair of the International Year of the Child.

Alabama Education Association Associate Executive Secretary Joe Reed concluded the institute with a call to action:

"Let's not talk about Dr. King," he urged. "Let's act! Some people have not marched since Dr. King was alive. March again—to the ballot box. Look at elected officials and make them account for their stewardship."

We need to "raise a generation that is nonviolent and proud," Reed told the conferees. "We can do it through education, voting, and strengthening families. That is the way to keep the dream alive and reach the mountaintop." ☐

Associations intensify grassroots ERA push

RICHMOND, VA.—As the only unratified state that will elect new legislators before the June 30, 1982, deadline for ratification of the Equal Rights Amendment, Virginia is the focus of a major Association political effort this fall.

Getting the ERA ratified by the legislature here is a matter of unseating bitter anti-ERA incumbents. Of the more than $50,000 raised by the ERA fund drive at the NEA Representative Assembly this summer, about half will be spent on key Virginia primaries and elections, in coordination with the Virginia Education Association.

Other states targeted for grassroots pro-ERA pushes in the months remaining before the deadline are Florida, Georgia, Missouri, North Carolina, and Oklahoma.

Enthusiastic cadres of Association volunteers in targeted legislative districts in these states have received intensive training at workshops on how best to lobby their legislators—not in the state capitol, but back home. A careful assessment is made of each legislator, and a strategic plan is developed to show the strength of ERA support among constituents who would be most influential with him or her.

The focus is on keeping those pro-ERA votes that might be wavering and changing the votes of a sufficient number of opponents to make the difference.

Planning strategy for getting ERA through the Missouri legislature are (standing) NEA's national ERA coordinator Pam Ryan and (seated, from left) Missouri-NEA coordinator Mary Lou Anderson and legislative district ERA contacts Fran Wolff and Joe DeLuca.

Pins, bumper stickers, speeches to other groups, letters to newspapers, petition drives, and fund-raising events are all part of the effort to change the climate for ERA in the states considered most likely to ratify. Three more ratifications are needed; Indiana was the last state to ratify, in 1977.

While in each of the targeted states NEA members are linking their efforts with those of other pro-ERA groups, including the National Organization for Women, the National Women's Political Caucus, ERAmerica, and religious and labor groups, "NEA members have the numbers, the geographic distribution, the political know-how, and the commitment to make a grassroots effort like this succeed," says NEA Secretary-Treasurer Mary Futrell.

According to a recent *Time* magazine poll, 61 percent of Americans now support the ERA. As they watch a dismantling of the enforcement of federal statutes passed one by one to eliminate different facets of sex discrimination, more people are coming to understand the need for the Equal Rights Amendment. ☐

Education's defense fund

NEA-PAC donations more crucial than ever

WASHINGTON, D.C.—Many pro-education incumbents in last year's congressional elections were swamped by special interest political groups and their heavily funded candidates. Friends of education—and of other vital public services—were unable to obtain the campaign funding they needed to communicate the facts and explain their stands on key issues.

They were drowned out by the high-intensity, negative communications barrages launched against them by such supposedly "independent" organizations as the National Conservative Political Action Committee (NC-PAC). NC-PAC alone spent more than *$7 million* in the 1980 drive to defeat targeted members of Congress. In fact, NC-PAC spent more money against just two incumbents—Senators Birch Bayh of Indiana and George McGovern of South Dakota—than NEA's Political Action Committee (NEA-PAC) was able to contribute to the campaigns of all 309 endorsed congressional candidates combined.

NC-PAC calls itself conservative, but its extreme tactics do not reflect the beliefs and philosophies of most conservative groups in American politics. NC-PAC head Terry Dolan has been quoted as stating publicly that an organization such as his could lie through its teeth in an effort to help one of its candidates, but the candidate himself would remain unaffected by any possible backlash over the disreputable campaign tactics, because of NC-PAC's technically "independent" status.

NC-PAC has admitted that it distributed campaign materials containing misrepresentations of the records of candidates it opposed in the 1980 elections. More recently, Senator Daniel Moynihan of New York and Representatives Les Aspin of Wisconsin and Stephen Neal of North Carolina have filed charges with the Department of Justice and the Federal Election Commission, accusing NC-PAC and Dolan of using the threat of negative radio and newspaper ads to attempt to bribe members of Congress to vote their way.

With the 1982 elections still more than a year away, NC-PAC and other foes of public education have already targeted specific incumbents and are launching a new round of negative media campaigns. If education supporters on Capitol Hill are not to become a vanishing species, NEA's political action arm must help raise the funds these incumbents will need to fight back and win reelection, as well as funds to boost the candidacies of pro-education newcomers. ☐

Fall fund drive begins

WASHINGTON, D.C.—The critical fall fund-raising effort for NEA's Political Action Committee (NEA-PAC) is off and running, fueled by generous contributions from local leaders attending state association leadership workshops this summer.

The totals raised so far form a good base, but they fall far short of the amount needed if NEA is to help pro-education candidates in both parties mount effective congressional campaigns in 1982.

Under federal rules and regulations, NEA-PAC is the only vehicle local and state Associations have for supporting candidates for *federal* office. The bulk of NEA-PAC contributions are made at the local level, either directly through local or state association political action representatives or by payroll deduction where appropriate arrangements have been made. To satisfy the requirements of federal political action laws, such contributions must be immediately forwarded to NEA-PAC.

Members may also mail donations directly to NEA-PAC in room 628 at NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. Some members include comments with their contributions; a sampling of recent ones appears below.

●As the Greenville Education Association legislative chairperson . . . and a Republican teacher, I am able to voice my viewpoints to legislators quite often; and I am greatly concerned about the cuts in educational programs. I am a Title I reading teacher who is sold on [these categorical] programs. Because I am a Republican, I feel that I can effectively disagree with the present Administration's stand regarding educational issues. For instance, I oppose tuition tax credits for elementary and secondary schools.

. . . I think it is imperative that more Republican teachers become involved in the political process at the national, state, and local level. We might be able to exert some influence with Republican legislators.

Joan Klein
Greenville, Ohio

●I have been very upset with the reaction the government has shown toward supporting legislation for schools in our nation. It seems they care nothing about free education for all people but are interested in progress for the very well-to-do only.

I'm wholeheartedly with you in your thinking . . . I am 77 years of age; had my right limb amputated four years ago and am trying to keep my home repaired and live on my social security and Iowa Public Employees Retirement. . . .

I am so sorry I can send only $10 but my prayers will be with you. . . .

Lula B. Blair
Lytton, Iowa

●You can certainly count on me. . . . This is a time of crisis for the American people. Ronald Reagan is the . . . front man for [those] who would undo a half century of progress. It is imperative that the American people come to see Ronald Reagan's true image.

Eugene H. Sloane
Annapolis, Maryland

●We appreciate very, very much the effort and hard work that [NEA-PAC Chair Willard McGuire] and the NEA Political Action Committee are giving to the cause of public education, and we hasten to support you with the enclosed checks.

Marion C. Wheeler and
Ruth M. Twiss
Northampton, Massachusetts

●As a congressional contact team member who is called to Washington occasionally to assist in the NEA lobbying effort, I have seen the value of the NEA-PAC endorsement at work. Members of Congress appreciate the endorsement and are much more receptive to our lobbyists because of it.

Just wanted you to know that, in my opinion, political action is the cornerstone of our organizational strength.

Barbara Lawson
Columbia, Tennessee

●Money is the name of the political game. Hope this check will help.

Dale Bulla
Carrollton, Texas

●I am truly sorry that I cannot give more, but I honestly don't have it. I am on a disability pension which in no way keeps up with the cost of living. My checkbook is empty a week before the next check arrives and I have no other source of income. I am deeply concerned about public education, especially in dissolving the cabinet department and paying for private schools.

Frances B. Howe
Bowling Green, Ohio

Please note!

NEA-PAC supports candidates from both political parties on the basis of their positions and records of support for education and those who help provide it.

Only NEA members and their immediate families may contribute to NEA-PAC. All donations are purely voluntary, and no penalties or recriminations will be taken against any member who does not make a donation. While a specific amount may be suggested for contribution, NEA-PAC accepts any amount the member wishes to give.

Contributions to NEA-PAC qualify as federal income tax credits as follows: half the total contribution to NEA-PAC may be taken as a tax credit, up to a maximum credit of $50 for an individual return and $100 for a joint return. ☐

NEA offers sports medicine videotapes

PHOENIX, ARIZ.—A lively new series of videotape workshops on sports medicine, now available from NEA, should be of particular interest to teachers who coach athletics.

Produced by the Teachers Institute of Continuing Education here, the videotapes feature Penn State Athletic Director and Head Coach Joe Paterno and some ten other trainers, coaches, team physicians, a nutritionist, and an attorney.

These experts give useful advice on such matters as knee, ankle, and foot injuries; drug problems in sports; nutrition for athletes; conditioning; athletic injury emergency care; and liability of the coach.

Each of the videotapes is available for purchase or rental. For details write to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. ☐

. . . and books to help teachers teach

WASHINGTON, D.C.—The latest books from NEA Publishing offer suggestions on a variety of instructional problems.

A new series written largely by classroom teachers provides tested techniques for **Teaching Handicapped Students in the Content Areas.** The first six volumes are ready now: *English* (stock no. 3176-8-OD, $7.50); *Mathematics* (3177-6-OD, $7.50); *Physical Education* (3178-4-OD, $7.50); *Science* (3179-2-OD, $7.50); *Social Studies* (3180-6-OD, $7.50); and *Vocational Education* (3181-4-OD, $7.50).

Latest additions to the NEA **Analysis and Action** series are *Developing Positive Student Self-Concept* (1681-5-OD, $5.95); *Field Trips* (1683-1-OD, $5.25); *Improving Spelling in the Middle Grades* (1685-8-OD, $4.95); *Local History* (1682-3-OD, $5.25); *The Positive Use of Commercial Television with Children* (1686-6-OD, $5.25); *Teacher Self-Assessment* (1687-4-OD, $5.95); and *The Teaching and Learning Process* (1684-X-OD, $5.95).

Education in the 80's is a growing series of books that look at where we are and where we are heading in this decade. Volumes available so far are *Curricular Challenges* (the overview —cloth 3170-9-OD, $16.95, paper 3169-5-OD, $12.95); *English* (cloth 3152-0-OD, $12.95, paper 3151-2-OD, $8.95); *Health Education* (cloth 3154-7-OD, $11.95, paper 3153-9-OD, $7.95); *Multiethnic Education* (cloth 3158-X-OD, $14.95, paper 3157-1-OD, $10.95); *Social Studies* (cloth 3164-4-OD $12.95, paper 3163-6-OD, $8.95); and *Speech Communication* (cloth 3166-0-OD, $13.95, paper 3165-2-OD, $9.95).

Another popular series focuses on **Reading.** Five volumes help classroom teachers teach reading in *Business Education* (3208-X-OD, $6.95); *Health/Physical Education/Recreation* (3206-3-OD, $6.95); *Mathematics* (3203-9-OD, $6.95); *Science* (3201-2-OD, $6.95); and *Social Studies* (3202-0-OD, $6.95).

New titles in the economical **What Research Says to the Teacher** series include *Homework as a Learning Experience* (1036-1-1D, $1.50); *Nonverbal Communication* (1053-1-OD, $1.50); and *Reading: Trends and Challenges* (1054-X-OD, $1.50).

To order any of these books, please specify stock number, title, and quantity. Mail checks to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516, or phone 203/934-2669. ☐

Kit makes Mexican book a teaching tool

WASHINGTON, D.C.—With funds from the U.S. Department of Education, NEA's National Foundation for the Improvement of Education (NFIE) has developed a comprehensive kit to help English and Spanish language arts, social studies, music, and art teachers use *Mexico As Seen by Her Children (México Visto Por Sus Niños)*.

This NFIE-sponsored book is a 164-page collection of art and writing by Mexican children. It was developed under the patronage of Mexican First Lady Carmen Romano de Lopez Portillo; a portion of the proceeds from sale of the book goes to scholarships for Mexican students.

The accompanying instructional kit includes cards suggesting 70 possible lessons in different curriculum areas, four guidebooks, two classroom posters, an essay on the meaning of Mexican history, songsheets and cassettes, and much more. The materials are geared for grades 4 to 6, but in pilot testing were found appropriate for grades 7 and 8 as well.

Thanks to federal funding, the package can be offered to NEA members at much lower cost than otherwise. The book and accompanying kit are available in English or Spanish (please specify) for $16.95 plus $2.50 for postage and handling ($19.45 total) from NFIE/NEA, 1201 Sixteenth Street, N.W., Room 628R, Washington, DC 20036. A set of both English and Spanish books plus one kit may be ordered for $33.90 plus $2.50 for postage and handling. Checks must accompany orders and should be made payable to NFIE/NEA. ☐

TV/RADIO TIPS

NEA recommends . . .

WASHINGTON, D.C.—The National Education Association recommends the following television and radio broadcasts to members, students, and their families in the weeks ahead:

The Wave—*ABC-TV, Sunday, October 4, 7-8 p.m. ET*. Powerful dramatization of a short story based on a real teacher's experience. A high school history experiment, designed to give students insight into the group mentality that allowed the Holocaust to happen, quickly takes on a life of its own and sweeps an entire school to the brink of disaster. This controversial drama should be treated with discretion in the classroom. Suggestions for ways social studies and other teachers might handle "The Wave" appeared in the September 21 issue of *NEA NOW*, a newsletter mailed to the presidents of all local NEA affiliates.

Teenage Suicide: Don't Try It!—*one-hour special syndicated to Metromedia and other TV stations beginning October 1; check local listings for broadcast date and time*. Each hour 57 American teenagers attempt suicide; 18 of them succeed. A harshly realistic look at a tragic problem, featuring five case studies.

Skokie—*CBS-TV, Tuesday, October 13, 8:30-10 p.m. ET*. Danny Kaye stars as a survivor of the Holocaust in a dramatic special depicting how citizens of Skokie, Illinois, became embroiled in a bitter 1977 controversy after neo-Nazis announced their intention to demonstrate in the streets.

The Righteous Apples—*PBS, Thursdays, 8:30-9 p.m. ET*. Outstanding young people's TV series about a rock band enters its second season. Federally funded under the Elementary and Secondary Education Act.

A Question of Place: Sound Portraits of Twentieth Century Humanists—*National Public Radio stations; 13 one-hour programs beginning in October; check local listings or phone 800/424-2909 after October 18 for dates and times in your area*. Outstanding actors bring to life the work and thought of leading figures in modern intellectual history: Sigmund Freud, Robert Frost, James Joyce, Igor Stravinsky, W. E. B. DuBois, and others.

National Radio Theatre of Chicago Presents The Odyssey of Homer—*8 one-hour episodes syndicated to commercial and public radio stations beginning in mid-October; check local listings or phone 800/621-2373 for station, dates, and times in your area*. Ed Asner hosts an ambitious dramatization of the classic Greek epic. A printed guide to the series, funded by the National Endowment for the Humanities, is available from National Radio Theatre of Chicago, 612 N. Michigan Ave., Chicago, IL 60611. ☐

Four high school students share the fun of performing in a rock band and the pressures of growing up on PBS television series "The Righteous Apples."

Homesteaders keep school from closing

ANTLER, N. DAK.—An unusual offer by a 72-year-old bachelor here has kept the Antler elementary school open this fall. By offering free land to families who would settle in this prairie town of 100, Harley "Bud" Kissner has drawn 21 new students to the school.

"I'm very, very happy," Kissner said after the school board voted in late summer to reopen the school. "What's a town without its children, without its school?"

The longtime Antler resident received national media attention for his refusal to allow either the school or the town itself to die. In attempting to keep the school operating by increasing enrollment, he also hoped to generate employment, which the town needed to survive.

Taking matters into this own hands, Kissner presented three nine-acre and three five-acre plots of land to families with children. In return, they agreed to send their children to Antler School and to remain on the land for five years. At that time they will receive a clear deed.

Bob Abrahamson, county superintendent of schools at Bottineau, reports that 42 students are now enrolled in grades K through six. "That's double the enrollment last year," he says.

"As far as I'm concerned it was do or die in regards to keeping the school open," says Antler school board member Glenn Tennyson. "Without the school, the town would go too."

Among the new residents are Mike Ellis and his family, who moved from Salt Lake City, Utah. Ellis left a $30,000 job and a $70,000 home to let his seven children live in the little town nestled along the Canadian border.

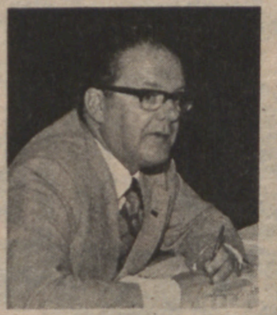
"I'm not just moving away from that lightly," he says. "This is the type of environment I want for my children."

The now famous Antler school—with its three classrooms, gymnasium, kitchen, and lunchroom—last year employed two full-time teachers and two part-timers. To accommodate the influx of students, this year the ratio has been changed to three full-time and one part-time.

Antler still faces some opposition to the school's reopening. In fact, lured by an athletic program, six of last year's students will be attending school in nearby Westhope.

"We've got a long road ahead of us," says school board member Tennyson, "but at least things are beginning to look up." ☐

World's teachers lose outstanding colleague



MORGES, SWITZERLAND—*The secretary general of the World Confederation of Organizations of the Teaching Profession (WCOTP), John Thompson, was killed recently in an automobile accident near Budapest, Hungary.*

Thompson, who was 58, worked with unceasing energy and enthusiasm for the teaching profession, ensuring that its voice was heard seriously at all levels of education. In striving for the enhancement of the status of teachers and the defense of their rights, he raised the WCOTP (of which NEA is a member) to one of the most significant and respected nongovernmental organizations on the international scene.

Teacher organizations and their members from all continents benefitted from Thompson's personal identification with the cause of teachers, his remarkable grasp of detail, and his ability to present a case for the defense of teachers' rights to governments and international agencies.

A native of England, he became secretary general of WCOTP in 1970 after more than a decade as assistant secretary general. His 22 years of service to WCOTP changed the face of the teaching profession throughout the world.

In addition to his devoted work for the cause of teachers, Thompson's life was characterized by his promotion of international understanding, his defense of human rights, and his pursuit of peace, justice, and progress through education. ☐

Schools outscore parents in latest Gallup poll

DAYTON, OHIO—The public schools get higher ratings for educating students than parents do for raising their children to be responsible young adults, according to the 13th annual Gallup poll of Americans' attitudes toward public education.

The survey tallied the responses of a cross section of 1,519 adults—31 percent with children in public schools, 65 percent with no children in school, and 6 percent with children in private schools. (The total is more than 100 percent because some parents have children in both public and private schools.)

For the first time Gallup asked respondents to grade parents for the job they are doing raising their children. He found 29 percent gave parents an 'A' or 'B' while 36 percent gave the public schools an 'A' or 'B' for the job they are doing educating students.

The new item was included, says George Gallup, because "the success of the public schools is due in no small part to the kind of job parents do in rearing their children in the home to be responsible young people. It was thought that in rating the schools and teachers it would be only fair to rate the kind of job parents are doing."

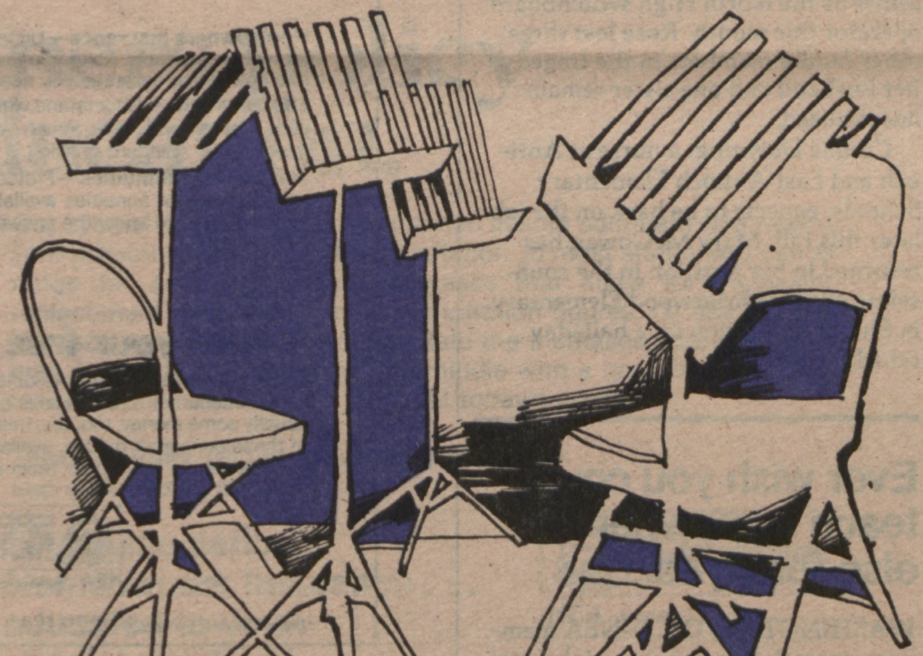
Principals and school administrators were also graded. It was found if people have a high opinion of their local schools, they tend to think well of the principals and administrators.

This year's poll also lent support to the idea that confidence in the public schools—which dropped significantly in the early 1970's—may be returning. This year 36 percent gave the schools an 'A' or 'B'; 34 percent gave a 'C'; 13 percent gave a 'D'; 7 percent gave an 'F'; and 10 percent didn't know. Those figures have remained relatively stable since 1976.

Of those with children now attending public schools, however, the approval ratings are even higher—46 percent gave an 'A' or 'B'.

An analysis of the responses of different groups shows that younger citizens and those living in cities with populations of over a million are significantly more critical of the public schools than the elderly or those living in communities of less than 50,000.

The survey showed that the public continues to see discipline as the biggest problem in education, followed by the use of drugs, poor curriculum, and lack of proper financial support. ☐



Strike inspires symphonic poem

BURBANK, CALIF.—A strike by the NEA affiliate here became the inspiration for "Reflections—1980," a tone poem for full orchestra composed by Jordan Junior High music teacher Royce Malm.

The composition, first performed recently by the Burbank Symphony Orchestra, musically describes the events that led to the spring 1980 strike, the four-week walkout itself, and the happy conclusion.

It draws on school songs, fanfares, and other sources to help suggest the changing moods of frustration, confusion, anxiety, unity, and finally successful resolution. One section features "We Shall Overcome" as a timpani solo.

On the title page, teacher-composer Malm dedicates "Reflections—1980" to "the 375 who went." ☐

Hotel disaster claims four NEA members

KANSAS CITY, MO.—Four Kansas-NEA members were among the 112 people killed in the collapse of the Hyatt Regency skywalk here in July. Three other K-NEA members were injured.

The victims included Juanita Bedene, Marjorie Morris, and Laurette Glover, all of Shawnee Mission USD 512; and Cathy Jean Carver of Kansas City USD 500.

Juanita Beden, 60, and Marjorie Morris, 47, were close friends and veteran staff members at Santa Fe Trail Elementary School. Bedene had been in the district 28 years and at the school since it opened in 1953. Formerly a second grade teacher, she was an assistant to the principal. Morris had taught kindergarten, first, or second grade at the school since 1968.

Laurette Glover, 53, a teacher for 14 years, worked with personal and social adjustment classes and had formerly worked with learning disabled children. Her husband also was killed at the Hyatt.

Cathy Carver, 32, was the incoming secretary of NEA-Kansas City. She had been a key member of her association's negotiating team and a building representative.

Those who were injured included Anna Rose, 60, a member of the newly formed K-NEA educational support personnel affiliate in Shawnee Mission. She is hoping to resume her duties as the North High switchboard operator this month. Rose lost three other family members in the tragedy; her husband and one sister remain hospitalized.

Connie Downing, a nurse at Antioch and East Antioch Elementary Schools, expects to be back on the job later this fall. Mary McGowan has returned to her position in the counseling clinic at Briarwood Elementary in Shawnee Mission on a half-day schedule. ☐

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Ever wish you could teach somewhere else for a year?

WASHINGTON, D.C.—NEA members interested in swapping jobs next year with someone in another part of the country should register with the NEA Teacher Exchange Computer Listing by November 1.

Those who register will receive a printout of names, addresses, and telephone numbers of other NEA members with similar positions who are interested in temporarily exchanging jobs, even homes. The printout will be mailed by mid-December.

Although NEA provides the names and suggests procedures to follow, it is up to individual members to contact each other, work through their local associations to obtain school district cooperation, and arrange the details of a job exchange.

Some 2,000 NEA members have registered already, and the first two exchanges got under way last month, involving teachers from California, Hawaii, Maine, and Montana.

Members registering themselves on the job exchange computer may also indicate two foreign countries in which they are particularly interested. They will then be notified as summer mini-exchange opportunities arise.

Registration kits may be requested by sending a postcard to Teacher Exchange Computer Listing Forms, NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

$2,500 NEA fellowships available

WASHINGTON, D.C.—Applications are now being accepted for NEA's 1982 Hilda Maehling Fellowships. These $2,500 grants are awarded annually to NEA members and local associations for projects that advance professional association work, improve human relations, enhance curriculum and instruction, or develop professional tools and techniques.

Individual members, groups of members, and NEA local affiliates are all eligible to apply. A teacher must be designated coordinator of each project entered.

Deadline for submitting applications is December 1. Recipients will be selected by a subcommittee of the NEA Board of Directors and will be announced next April.

For further information and applications, write to Hilda Maehling Fellowships, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036.

A guest editorial by one of the 1981 fellowship winners appears on page 2 of this issue. ☐

Attention, life members

WASHINGTON, D.C.—NEA life members are entitled to a copy of the *1981 Proceedings of the Representative Assembly*. The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip your mailing label from the front page of this newspaper and send it to NEA Membership Records, 1201 16th Street, N.W., Washington, DC 20036. This label will be used to process your copy of the *Proceedings*.

Your letter of request—along with the label—must be received no later than November 17, 1981. ☐

The homeowners policy with an education.

Everyone needs to protect their home and its contents from destruction and theft. But like most teachers, you probably use personal possessions in the classroom, too, and that's a special risk most people don't have to face. To be fully protected, you need a homeowners policy which covers your personal property not only at home but in school as well. And that added protection is now available with your Association's Homeowners Insurance Plan.

Education coverage . . . a professional privilege.

Your Association's plan is a unique homeowners policy which insures personal property used while teaching—and that includes musical instruments and coaching-related equipment. Developed especially for unified members and their families in cooperation with Horace Mann Insurance Company, this plan provides $500 of this special protection at no extra cost! And the deductible for this coverage is only $25—no matter what deductible you choose for your basic coverage.

Other special features for teachers include:

- *Merit reducing deductible*—If you have no claims after a specified number of years (depending on your policy deductible), you'll be rewarded with a reduced or zero deductible until such time as a loss is paid.
- *Survivor's waiver of premium*—If you or your spouse should accidentally die, the first renewal premium will be waived as long as the surviving spouse or dependent child(ren) is a resident of the insured premises.
- *Mortgage disaster endorsement*—With this optional coverage, you will be reimbursed for up to $500 on your first mortgage payment if your residence becomes uninhabitable for more than 30 days. A maximum of six payments will be made. Destruction must be a result of a peril covered within the basic policy and you must plan to reoccupy the premises.

Remember, it's the replacement cost that counts!

If you haven't increased your homeowner's coverage for some time, chances are you're underinsured. And with the dramatic increase in repair and rebuilding expenses, upgrading your insurance to *market value* would still be inadequate protection for your home in today's world. To receive full benefits under your policy, without depreciation, your home should be insured to its *replacement cost* (the actual cost to rebuild your home).

Our special inflation guard feature can assure adequate coverage of your property despite escalating inflation. In most states, you can arrange for automatic yearly increases that allow for increasing replacement costs based on local inflation figures. Or use our free Homeowners Evaluator and calculate the increases yourself. Either way, you won't get caught in the middle with a homeowners policy insufficient to replace your home at today's costs.

These features are not available in all states and deductibles may vary.

Your Association's Homeowners Insurance . . . educated to your special needs.

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For more information and a consumer guide on homeowners insurance, fill out the coupon.

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Insuring America's Teachers **Horace Mann**
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Please send me:

☐ Information on Homeowners Insurance
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☐ Information on Condominium Insurance
☐ Information on Mobile Home Insurance
☐ A free Homeowners Evaluator
☐ A free Renters Evaluator
☐ My Association's consumer guide on Homeowners Insurance
☐ Please have a Horace Mann Representative contact me.

Name: ______________________ Phone: __________

Address: ______________________________________

City: ______________ State: __________ Zip: __________

School District: ______________________ Phone: __________

My Homeowners Policy expires: ______________________

The UTP Tax-Deferred Annuity Program . . .

Retirement money doesn't grow on trees, but it *does* grow with sound investment. The financial freedom to relax and enjoy the kind of retirement you've earned depends on *planning* and *saving.*

These days, that's not as simple as it sounds. With current inflation and high taxes, it's increasingly difficult to save for tomorrow. And that's where the UTP Tax-Deferred Annuity Program can help.

A tax advantage today . . . retirement security tomorrow.

Your Association's TDA plan actually helps you find the money to put away for the future because taxes on the amount you invest—as well as the interest it earns—are deferred until withdrawal. That's usually at retirement when income is less and generally subject to lower tax rates. That means you pay less in income tax both today and tomorrow.

And now, at a time when your earning dollars actually buy less, your savings dollars can earn even more! The UTP Tax-Deferred Annuity Plan now pays a *current interest rate of 13%* on sales after August 1, 1981 for contracts held 10 years or until maturity, whichever comes first. (See chart for examples of guaranteed and current interest rates.)

Other features of this plan, developed in cooperation with your Association and underwritten by Horace Mann Life Insurance Company, are:

- high guaranteed and current interest rates
- 100% return of deposits guaranteed
- high annuity factors
- guaranteed lifetime income
- guaranteed death benefit

Just look at the chart below to see how much you can accumulate over the years with monthly investments of $125 or $200 in this program. (A minimum investment of $20 per month is required.)

	$125 PER MONTH — TAX DEFERRED		$200 PER MONTH — TAX DEFERRED	
POLICY YEAR	GUARANTEED INTEREST 4%	INCLUDING EXCESS INTEREST 13%	GUARANTEED INTEREST 4%	INCLUDING EXCESS INTEREST 13%
10	$17,589	$ 28,111	$ 28,391	$ 45,390
15	$29,534	$ 61,977	$ 47,555	$ 99,924
20	$44,066	$124,374	$ 70,872	$200,398
25	$61,746	$239,335	$ 99,240	$385,515
30	$83,257	$451,143	$133,754	$726,581

Not presently available in Connecticut, Hawaii, New Jersey and New York.

For example, a 40 year old who deposits $125 a month ($1,500 annually) for 25 years until retirement will accumulate $239,335 at the current rates.[1] And, with the current annuity factors, this will provide a lifetime income of $2,858 a month at age 65.[2] With retirement benefits like these, financial freedom is far simpler to achieve!*

A secure tomorrow begins today.

The best time to start planning for your retirement years is *right now.* And the best way is with the UTP Tax-Deferred Annuity Program, designed especially for teachers. For more information and a consumer guide on tax-deferred annuities, fill out the coupon.

The UTP TDA . . . it may not be a money tree, but it's a lot more dependable!

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☐ Please send me detailed information about the UTP Tax-Deferred Annuity Program.
☐ Please send my Association's consumer guide on Tax-Deferred Annuities.
☐ Please have a Horace Mann representative contact me.

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Address: ______________________________________
City: ____________ State: ____________ Zip: ____________
School District: ______________________ Phone: ____________

An investment that grows with age.

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[1] The current accumulation rate includes both guaranteed and excess interest. Excess interest is not guaranteed and may change from time to time. The current accumulation rate applies only to contracts held for at least 10 years or until maturity, if sooner. A lower rate of excess interest will be credited to deposits withdrawn or contracts surrendered within 10 years of the date of issue if they have not reached maturity.

[2] The current male 10-year certain and life settlement.

*These cash values do not reflect any reduction for state premium taxes, which may or may not be required by your state.

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National
Education
Association

Washington, D.C.

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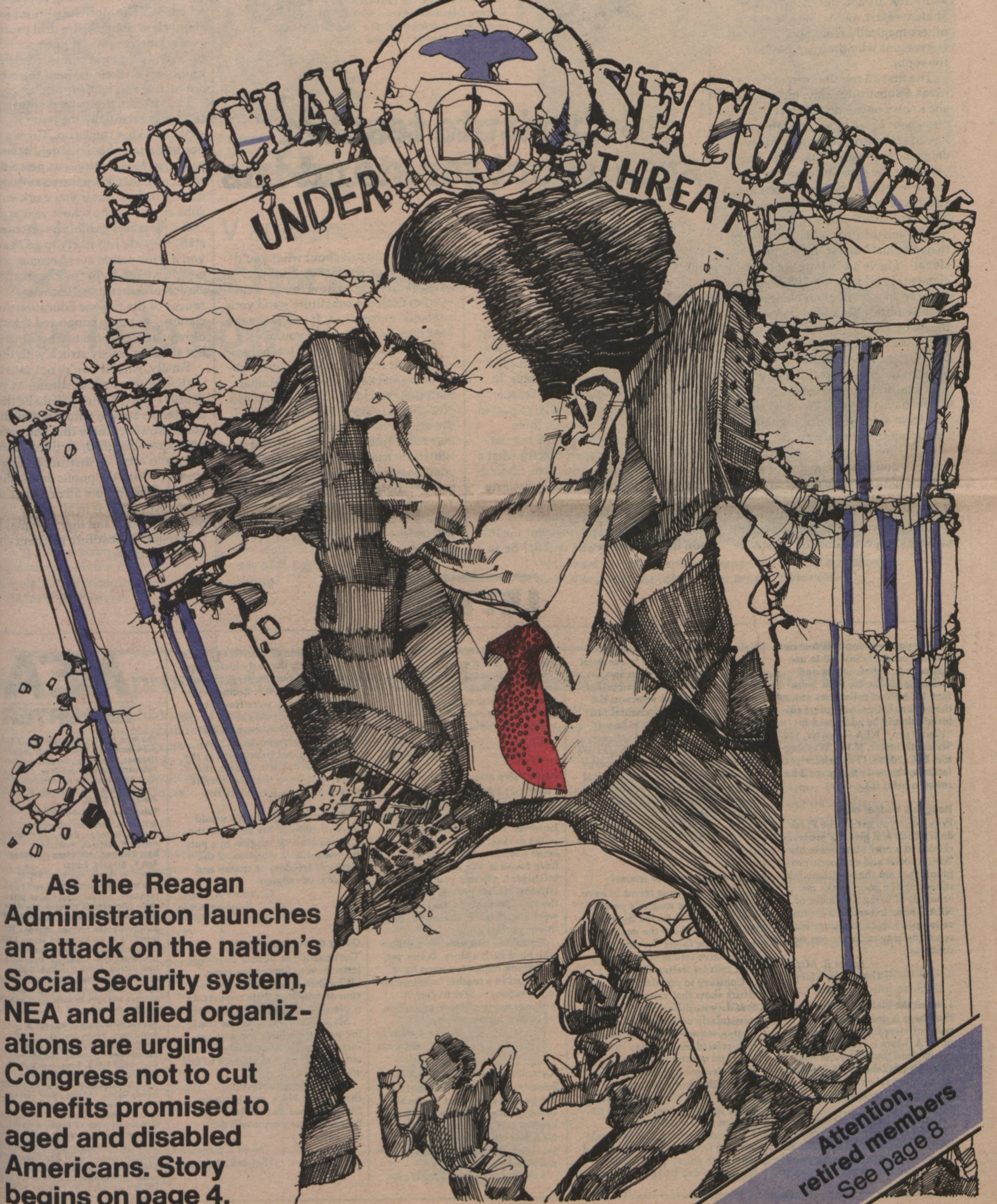

As the Reagan Administration launches an attack on the nation's Social Security system, NEA and allied organizations are urging Congress not to cut benefits promised to aged and disabled Americans. Story begins on page 4.

Attention, retired members
See page 8

YOUR TURN

Substitute teacher speaks out for stand-ins

by Stan Collins

Stan Collins is in his 12th year of elementary substitute teaching in Eugene, Oregon. He has written several books on substitute teaching and recently won an NEA Hilda Maehling Fellowship for a project to upgrade the substitute's effectiveness in the classroom. Collins chairs the Eugene Association of Substitute Teachers—part of the Eugene Education Association (OEA/NEA)—and was a delegate to the NEA Representative Assembly in 1980 and 1981.

When a substitute teacher steps into the classroom, the environment often changes. The whispering starts. Chalk suddenly disappears. Pencils, books, and rulers crash to the floor. Scribbled notes begin their wayward trek around the room. A few students start wandering about and others magically remember 16 different reasons why they need to leave the room.

The first 15 minutes can make or break a substitute's day. How much she knows or can determine about classroom procedures, how effectively he can establish a rapport with students, how students have been prepared for the substitute teacher, how the absent teacher has regarded the substitute teaching role—all affect how a substitute's day will go.

As a substitute teacher, I am more than a casual laborer. I am a professional—I have a teaching credential in elementary education—who expects to carry on a curriculum planned by the absent teacher and endorsed by the district.

In the Eugene, Oregon, metropolitan area, we 375 substitutes serve 34,000 students, help out nearly 2,000 teachers, and work in excess of 16,000 school days per year. We keep education from stopping when regular classroom teachers are absent.

With the support of both regular teachers and other school personnel, our teaching role could be made less harrowing and considerably more productive. How? For one thing, the regular classroom teacher sets up the students' expectations for substitute teachers. If it is implied that a substitute is there only to maintain a semblance of control or to babysit, students aren't likely to respect that person as a *teacher*.

If it's made clear, however, that the substitute will continue normal classroom instruction, the class will approach the substitute differently. In short, what students expect from a substitute like me plays a large part in how effectively I can teach them.

It's also important for the regular teacher to make it clear exactly what a substitute should accomplish. Should the lesson plan be followed precisely (is it written down so clearly that it can be followed by anyone else?), or can the substitute supplement the lesson however he or she sees fit? Be as explicit as you can about what you'd like to happen. Follow up once you get back to find out how things went—from both the substitute's and your students' perspective. It will make the next time easier on all of you.

Also, regular classroom teachers can benefit from getting to know substitutes and becoming more familiar with their teaching styles and philosophies. This is especially effective if the district honors requests for particular substitutes. When you identify a substitute teacher who works well in your classroom, make every effort to see that that substitute is called back. You will feel better knowing your class is in capable hands, and the kids will be less likely to feel they have a day off.

All school employees can make the substitute teacher feel more a part of the school. Introduce yourself to a new face in the hall or in the faculty lounge. Offer any information or insight you can on building policies or schedules. The more substitutes know about class changes, fire drill procedures, lunch room and playground rules, and other guidelines, the less hectic will be their day and the more productive will be their teaching.

In any discussion of substitute teaching, eventually the issue of strikebreaking comes up. There's no denying that school districts have pandered to substitutes as personnel they can use to keep the schools open during strikes. But if you work with subs all during the school year and make them feel part of the teaching staff, they are less likely to go against you if a job action ever becomes necessary. Members of the Eugene Association of Substitute Teachers—a caucus of the Eugene Education Association—not only supported the strike of regular classroom teachers in 1978 but simultaneously struck with them.

Finally, what if you're not satisfied with the caliber of substitutes in your district? Here, again, you make the difference. Let the school board and administration know that you need and expect qualified, certified professionals to carry on instruction in your absence. With the public demanding more and more from all of us in the public schools, it is in all of our best interests to demand that top-quality, professional substitute teachers enter our classrooms. □

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Reagan's budget cuts

Why don't you get off the President's back and give his program a chance to work? Statements like "elitist social and economic programs that aid the wealthy while squeezing the poor" make me ashamed of being a member of NEA. I hope to remain a member as long as I teach, but your biased reporting may make me too sick to continue.

James R. McGann
Greenbelt, Maryland

I resent the blatant assumption that there is only one political point of view for all . . . members of NEA. More infuriating is the assumption that everyone who does not wholeheartedly support the position taken by NEA on all issues is anti-child and anti-education.

I am certainly not totally in favor of every program President Reagan stands for but neither am I opposed to everything he stands for. Everyone opposes runaway inflation and high taxes, but each interest group chooses to see itself above the need for cutbacks.

Sure education is all-important, but so are disabled veterans, the handicapped, environmental protections, national park enhancement, cancer research, Medicare, Social Security, etc. If cutbacks are necessary, let's expend our energy to make them in the most efficient way in *all* areas—rather than continue lobbying for each specific special interest.

Susan Cosgrove
Los Alamitos, California

Who makes laws for whom?

Now that everyone seems to have agreed that the women's perspective was needed on the Supreme Court, what about the next step? Isn't it time to get the women's perspective into *making* laws as well as interpreting them?

Contrary to popular myth, statistics show that women legislators *do* vote differently from men, particularly on issues directly affecting women: ERA, reproduction-related matters, day care centers, and questions of salaries, taxes, pensions, and Social Security. With these differences in perception, can a 97 percent male Congress fairly represent the 53 percent female population?

Why not require that one male and one female senator be elected from each state? That would hasten the day when women could be fairly represented in at least one house of Congress.

Women in state legislatures may soon be numerous enough to ratify a constitutional amendment calling for such a change.

Is this too wild a dream?

Henrietta Wexler
Washington, D.C.

Partnership still possible

I hear many complaints and stories about the relationship of teachers with their administrators. However, there is a silver lining in the darkest of clouds. We in this small northern California town have found it. We now have an intelligent, efficient young administrator. He has proven to us, even the most pessimistic, that we can work together. He shares our pride in our profession.

I would like to hear from others who have such a story. Better yet, something humorous must have happened in a teacher/administrator situation. . . . Let us face it, with our many crises in education we need a little sunshine.

Robert Ballering
Weed, California

'Creationism' in public schools

I find it deeply upsetting that I will not be able to support my local union during a negotiations year because of the recent stand the NEA has taken opposing the teaching of creationism in the public schools. . . .

I challenge anyone who is crying separation of church and state to reexamine the early history and literature of our country. Those who came here were fleeing countries where they were forced to practice the religion chosen by the government. They were a God-fearing people who, in fact, included religious instruction in the curriculum of their schools, the difference being that the schools were in no way funded by the state.

These people probably would have considered the denial of the right to practice religion in a public institution a violation of the rights of freedom of speech and freedom of religion.

Gretchen A. Petrie
Medina, Ohio

Query must be dealt with

The question in Bobbie Bowling's letter in your September issue, "Why then is teaching a profession on which so little importance is placed?" needs to be answered.

My question is: Does the teaching profession have the *guts* to face that question squarely, without subterfuge, and attempt to find an answer?

The teaching profession, through the NEA, can do everything else, but until it deals with Bowling's question it will get nowhere.

James L. Sanders
Flagstaff, Arizona

NEA
REPORTER

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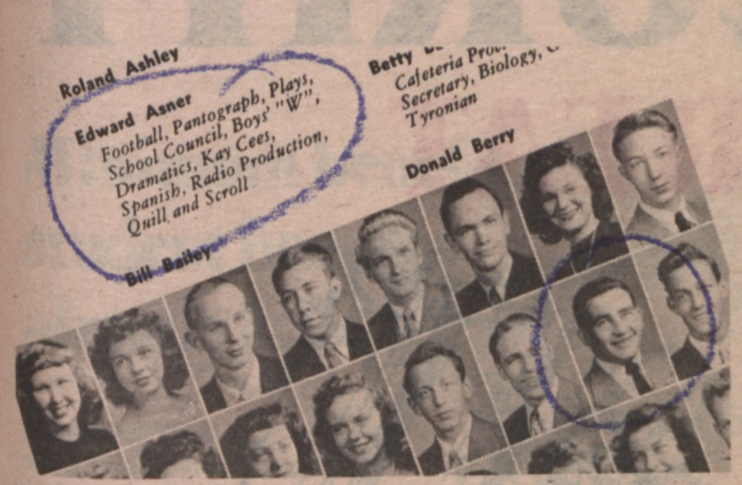
Design by **William J. Kircher & Associates.** Photo credits: page 2 **Carolyn Salisbury;** page 3 **John Zimmerman** (J. Walter Thompson Co.); page 7 **U.S. Education Department;** page 8 (top) **Clay Loyd,** (middle) **Sheilah Vance;** page 9 (top) **Nancy Harris,** (middle) **New Jersey Education Association;** page 10 (top) **Count Jackson,** (bottom) **Carol Schmoock;** page 12 **Public Broadcasting Service;** page 13 **Joe Di Dio.**

Contributing writers: pages 4-6 **David Foerster;** page 7 (top) **Bob Gruenberg,** (middle and bottom) **Howard Carroll;** pages 8-9 **Barbara Lawless** and **Sheilah Vance;** page 11 **Barry Abel;** page 13 (top left) **Linda Harsche;** page 14 (top) **Anna Mary Lyle.**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Tyronian
Donald Berry

"Look at that gorgeous hair!" exclaims Ed Asner as he flips through his high school yearbook in new NEA public service spots. The messages salute those inspiring teachers whom students remember all their lives.

NEA tells radio, TV audiences:

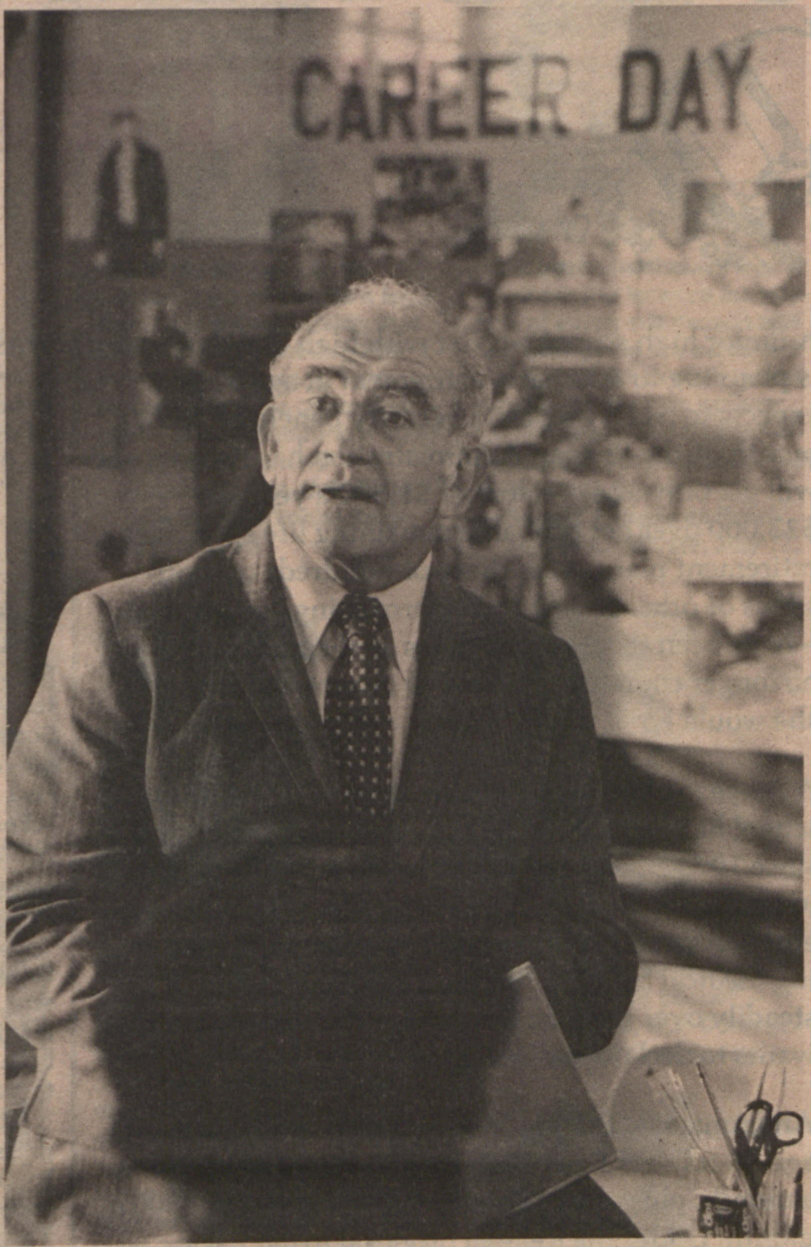
'Today's teachers need your help now'

WASHINGTON, D.C.—Radio and television stations across the country have begun airing new NEA public service messages that encourage adults to help teachers and students by getting involved in their local public schools.

The messages feature actor Ed Asner, who donated his time and unearthed his high school yearbook, shown in the TV spots. Asner reminisces fondly about teachers who helped him get on the school newspaper staff at Wyandotte High School in Kansas City, Kansas.

He offers a few ideas on how people can get involved. "Don't do anything fancy," Asner says. "Chaperone a field trip . . . or be a teacher's helper. Do it for the kids—or for that teacher who went the extra distance for *you*."

The spots offer a new NEA brochure listing other ways people can volunteer their time and talents to help make public education work. Many NEA affiliates have added their own identification "tag lines" to the ends of the spots to localize the message. ☐



"Pay back that teacher who was special to YOU by getting involved in public schools," Asner urges TV viewers.

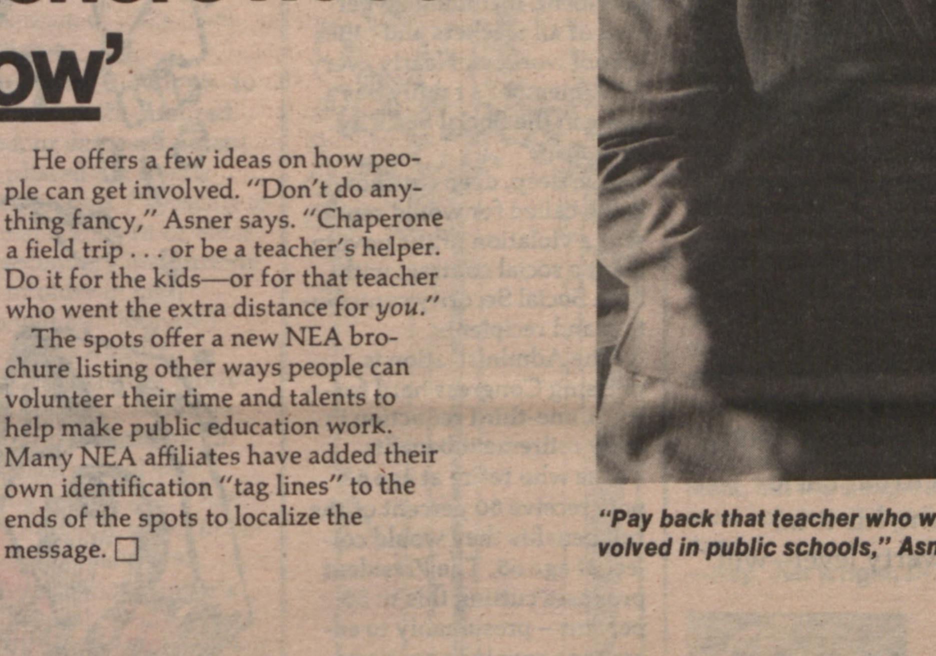
New NEA profiles for action help local associations improve schools

WASHINGTON, D.C.—NEA has developed a unique new program that gives local affiliates and their community allies the tools they need to assess existing school policies and programs and to push for whatever changes may be needed.

Under the general heading of "Excellence in Our Schools," NEA Instruction and Professional Development offers a series of documents setting forth bench marks against which to evaluate specific programs and services in a school district. Each "profile" document includes survey instruments on which teachers rate the quality of various school offerings as excellent, adequate, or deficient.

These data are tabulated and analyzed at NEA Center and returned to the local association. Then, using the planning steps suggested in the profile document, the local can develop its own action plan for bringing about improvements where they are found to be needed—in specific schools or systemwide.

The first three of the new NEA-IPD documents deal with areas that have been fraught with confusion and conflict: education of the handicapped, bilingual education, and racial equality in the schools. They are now being field-tested in Jefferson County, Ky.; Las Cruces, N. Mex.; San Antonio and El Paso, Texas; Seattle, Wash.; Memphis, Tenn.; Orange County, Fla.; and Indianapolis, Ind.


LOCAL ASSOCIATION
Local plans action to improve schools
Local forms 'excellence in our schools' task force
Task force plans study of school programs
Task force surveys teachers and collects data
NEA analyzes local data

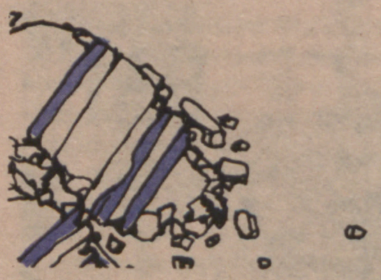
"We're very excited about taking on this professional project to improve racial equality in our schools," reports Indianapolis Education Association President Pat Brown. "We see it as a way to improve the image of our association. We hope to use the results of our data collection to educate teachers and the community about the problems that make teaching here more difficult than it has to be."

Working with teachers on the project will be a community component including representatives of the Indianapolis urban league, chamber of commerce, civil rights groups, and the local clergy.

Meanwhile, NEA-IPD specialists in Washington are developing profiles for action in the areas of student assessment, migrant education, teacher education, and college faculty governance. NEA's eventual goal is to offer a whole professional library of such profiles.

For information about initiating an "excellence in education" project in your district, contact your local association president or UniServ director, or your state association's IPD staff. ☐

SOCIAL SECURITY
UNDER THREAT

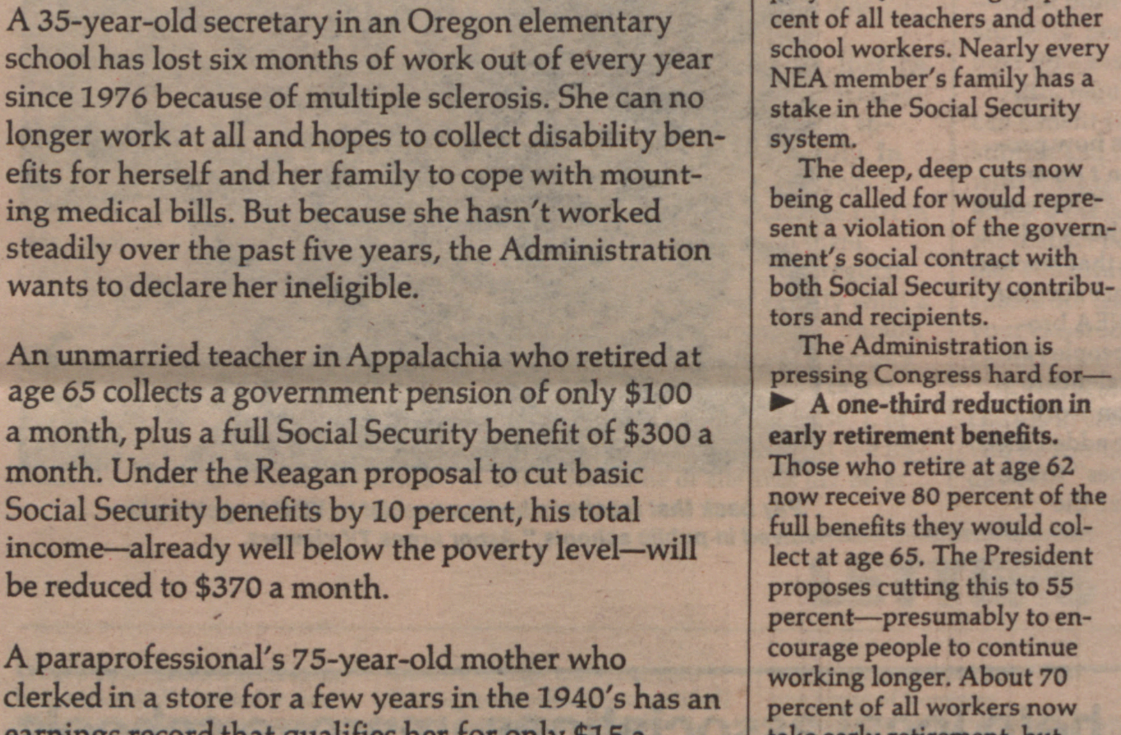


A junior high school teacher with high blood pressure is planning to take early retirement at age 62 and expects to receive a Social Security benefit of $372 a month. If the Reagan Administration has its way, she will get only $247—a loss of $1,500 a year, or $23,000 over her probable remaining life span. Her retirement plans—like those of hundreds of thousands of other Americans approaching age 62 or 65—have been thrown into chaos as she finds she can no longer count on the level of income she thought she would have.

A 35-year-old secretary in an Oregon elementary school has lost six months of work out of every year since 1976 because of multiple sclerosis. She can no longer work at all and hopes to collect disability benefits for herself and her family to cope with mounting medical bills. But because she hasn't worked steadily over the past five years, the Administration wants to declare her ineligible.

An unmarried teacher in Appalachia who retired at age 65 collects a government pension of only $100 a month, plus a full Social Security benefit of $300 a month. Under the Reagan proposal to cut basic Social Security benefits by 10 percent, his total income—already well below the poverty level—will be reduced to $370 a month.

A paraprofessional's 75-year-old mother who clerked in a store for a few years in the 1940's has an earnings record that qualifies her for only $15 a month in Social Security benefits. Thanks to the $122 minimum benefit "floor," she has been getting $122 a month. From now on she will receive $15 a month.


OLIPHANT THE COLUMBUS DISPATCH ©1981 BY CHICAGO TRIBUNE-N.Y. NEWS SYNDICATE
C'MON, GOLDBRICK... THREE MORE LAPS FOR THE OL' GIPPER...
COACH
Social Security FINISH LINE
8

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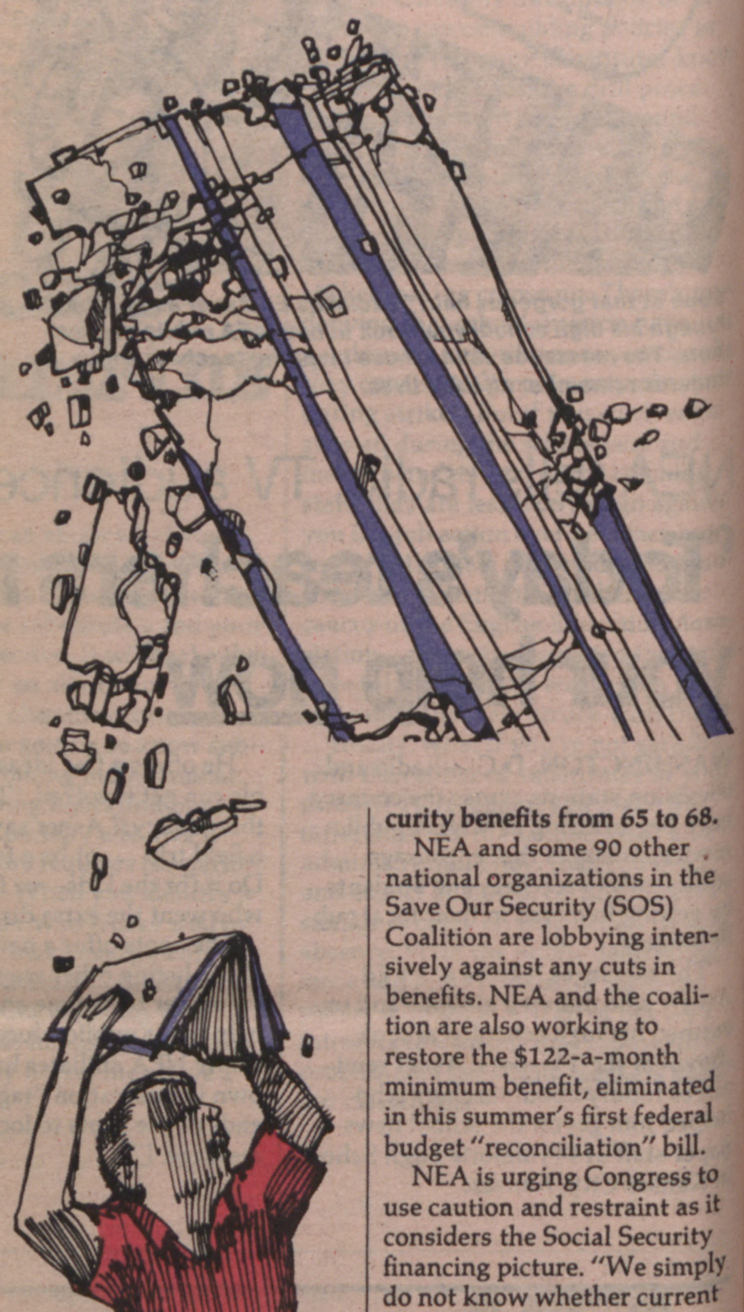
WASHINGTON, D.C.—The Reagan Administration's proposals to reduce benefits for all retirees, dependents, and disabled persons amount to nothing less than a full-scale attack upon the nation's Social Security system.

Some 36 million Americans—almost one in seven—now receive a monthly Social Security check. Nine out of ten workers are covered by Social Security in their employment, including 70 percent of all teachers and other school workers. Nearly every NEA member's family has a stake in the Social Security system.

The deep, deep cuts now being called for would represent a violation of the government's social contract with both Social Security contributors and recipients.



The Administration is pressing Congress hard for—

► **A one-third reduction in early retirement benefits.** Those who retire at age 62 now receive 80 percent of the full benefits they would collect at age 65. The President proposes cutting this to 55 percent—presumably to encourage people to continue working longer. About 70 percent of all workers now take early retirement, but most of them do so out of necessity, due to poor health or inability to find a job. Slashing their benefits—and their spouses'—would penalize them for conditions over which they have no control.

► **A 10 percent reduction of basic benefits for those age 65 or older,** through technical changes in the formula that determines the amount of each retiree's benefit. While these progressively bigger and bigger cuts are proposed for 1982 through 1987 only, once passed they could easily be made permanent, destroying the system.

► **Drastic reductions in disability coverage,** which would take eligibility away from one-third of the workers now covered and make it much tougher for future applicants to qualify.

The House Social Security Subcommittee and the Senate Finance Committee are continuing their consideration of the Reagan proposals, first made last May.

A bill now pending in the House would go even further, gradually **raising the age of eligibility for full Social Security benefits from 65 to 68.**

NEA and some 90 other national organizations in the Save Our Security (SOS) Coalition are lobbying intensively against any cuts in benefits. NEA and the coalition are also working to restore the $122-a-month minimum benefit, eliminated in this summer's first federal budget "reconciliation" bill.

NEA is urging Congress to use caution and restraint as it considers the Social Security financing picture. "We simply do not know whether current economic conditions are an aberration or a long-term trend," NEA told a congressional hearing this summer. "At some future time it *may* be necessary to change [basic benefits], but we believe it is premature to act now."

NEA and its SOS allies are pushing for changes in the law to allow payroll taxes to be reallocated among the four Social Security trust funds. This would take care of temporary cash flow problems resulting from recent high inflation.

Regardless of any Social Security financing bill that may be passed or defeated by Congress, the Administration can be counted on to press for deeper Social Security cuts through the "reconciliation" step in the budget process.

NEA has called on its local affiliates to ask all members in all school buildings to launch a massive letter-writing campaign that will let Congress know in no uncertain terms that the government must keep its promises to the aged and disabled. ☐

Minimum benefit, student benefits already killed

WASHINGTON, D.C.—Two major Social Security programs have already been killed by the first "reconciliation" bill enacted by Congress this summer to bring spending into line with the Administration's budget targets.

The $122 minimum monthly benefit was abolished, and student benefits for the children of retired, disabled, and deceased workers will be rapidly phased out.

The minimum benefit was established as a retirement income "floor" for people whose low Social Security earnings records would entitle them to less than $122 a month. Many NEA members who worked occasional second jobs in the private sector have been in this group, along with nonemployed widows whose spouses died young and women who entered the workforce at middle age.

The minimum benefit had already been scheduled to be phased out over time. Its sudden elimination marks the first time in the 46 years since Social Security was enacted that Congress has voted to cut benefits for persons *already receiving them,* rather than for future beneficiaries.

This unprecedented reduction will work a real hardship on the estimated 3 million older Americans receiving the minimum benefit—2.3 million of them women.

The Administration argued that the "truly needy" in this group can shift to the Supplemental Security Income program. But many of those now losing their minimum benefit will be just "wealthy" enough to be ineligible for SSI benefits, or too proud to apply for them because of SSI's "welfare" stigma.

Student benefits for 18- to 21-year-olds with a retired, disabled, or deceased parent will be phased out over a four-year period. Payments to new beneficiaries 18 or older in postsecondary institutions and 19 or older in high schools will be eliminated effective next August.

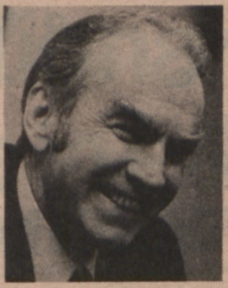
Students currently receiving these benefits will have their checks reduced by 25 percent each school year beginning in 1982-83. *There will be no more student benefits at all after July 1985.*

Almost 800,000 students received Social Security benefits in 1979—benefits planned for and earned by their parents. The amount of the payments has been based on a portion of the worker's monthly benefit—50 percent if the worker is living, 75 percent if he or she has died.

Elimination of student benefits will particularly hurt low- and median-income female heads of households and their children. For many families, loss of the student benefit—compounded by the simultaneous cutbacks in federal grants and loans—will put a college education totally out of reach. ☐

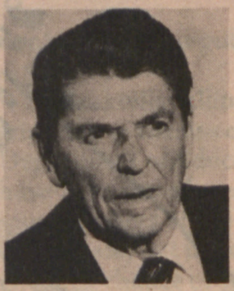
Debate sharpens issues

"Benefits are paid as an earned right as well as a legal right. It is not surprising that the country is reacting with outrage to proposals that would violate the compact between the contributing worker and his government."
—Robert M. Ball, *U.S. Commissioner of Social Security, 1962-73*



"This administration has sent a confusing and frustrating message to older Americans. In proposing massive cuts in the social security retirement system, it has told them they must work more years and then expect lower benefits once they retire. . . . We have a good faith agreement with these Americans. Others may propose to break this agreement, but the Congress simply must not permit that it be done."
—Rep. Jim Wright, *D-Texas*

"Our senior citizens have enough pressure on them to make ends meet without facing the prospect of being unable to afford to retire even if their health requires it. The proposed cuts are much too arbitrary. They unfairly make present and future beneficiaries the victims of the financial condition of the social security trust fund. . . . The social security system, like most federal programs, needs a little medicine but the administration's proposal is enough to kill the patient."
—Sen. Claiborne Pell, *D-Rhode Island*

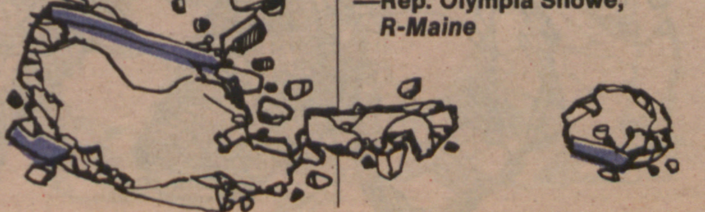


"It is essential that we maintain both the forward momentum of economic growth and the strength of the safety net beneath those in society who need help. We also believe that it is essential that the integrity of all aspects of Social Security be preserved."
—Ronald Reagan *as Presidential candidate, July 17, 1980*

"It is a myth that Social Security should maintain everyone at a middle-class level in their retirement years."
—John Svahn, *U.S. Commissioner of Social Security*

"We are facing the most devastating bankruptcy in history on or about November 3, 1982. . . . The growth of Social Security benefits must be slowed and it must be slowed soon."
—David Stockman, *director, Office of Management and Budget*

"While we must face the fact that the program is due for reform, we must also keep our promise to current recipients who depend on their benefits and cannot plan for new sources of income, and to those who are quickly approaching retirement age. We must be sure that any action we take will be fair and equitable to all participants."
—Rep. Olympia Snowe, *R-Maine*



Social Security is not going broke

WASHINGTON, D.C.—Because the Reagan Administration is pushing major benefit cuts as the best way of preventing "Social Security bankruptcy" next year, it is important to know how Social Security is financed.

The system has four separate trust funds which, by law, are kept entirely separate from each other: the old-age and survivors' insurance (OASI) fund, the disability insurance (DI) fund, the hospital insurance (HI) fund, and the Medicare supplemental medical insurance (SMI) fund.

The first three funds are financed by deductions from workers' earnings, matching taxes paid by employers, and FICA payments by the self-employed. Supplemental medical benefits are financed from general revenue, which now pays 70 percent of the cost, plus the current premiums of beneficiaries (30 percent).

According to recent estimates by Social Security trustees, only one fund will need additional income during the next few years. The contingency reserves for the OASI fund have been seriously reduced as prices have exceeded wages, causing higher than expected benefit increases under the automatic cost-of-living adjustments.

In addition, income to the fund has been less than expected. This short-term problem is one caused entirely by economic conditions and has nothing to do with the increasing ratio of older retired people to younger people still in the workforce.

There is a myth being widely circulated by the Administration that we have had a progressively worsening situation for Social Security because of a change in the ratio of beneficiaries to contributors. The reality is that even a future increase in the ratio of those drawing benefits to those paying in is by no means certain.

While there will be more older people in the early decades of the next century, there may be fewer children, so that the total number of dependents per worker will not increase.

Further, it can be expected that the real wage level will be much higher in the long-range future than it is today—perhaps twice as high by 2025 after Social Security taxes—so that any increase required in Social Security contributions would be easier for workers in the future to bear.

There are only four tools available to shore up the old age and survivors' insurance fund in the near future: (1) increasing payroll taxes, which the public will not accept; (2) cutting benefits, which the Administration is proposing; (3) allowing OASI to borrow from surpluses in the DI and HI funds; and (4) infusing dollars from general revenues.

NEA believes—and the Administration agrees—that the law should be changed to allow interfund borrowing. A temporary provision of this kind would take care of the OASI shortfall until higher payroll taxes, already scheduled to take effect in 1985, correct the imbalance.

Should economic conditions result in further shortfalls, NEA recommends that Congress grant temporary authority to shore up the OASI fund from general revenues—a practice widely used in other countries and one that has been recommended by Social Security Advisory Councils since 1939. ☐

Pension offset: a lingering problem

WASHINGTON, D.C.—As part of the campaign to protect Social Security benefits for members and their families, NEA continues to press Congress for repeal of the "government pension offset" provision passed in 1977.

While it pales somewhat beside the unprecedented current threats to basic benefits, this four-year-old provision remains an NEA target because of its discrimination against teachers and all other public employees who retire from jobs not covered by Social Security.

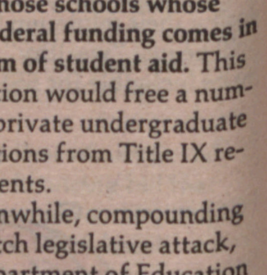
If a public employee qualifies for dependent's benefits based on a spouse's work covered by Social Security, those benefits are reduced ("offset") dollar for dollar by the amount of his or her own government pension. A teacher or other employee in a school district that does not provide Social Security coverage can thus lose the entire spousal Social Security benefit when he or she retires.

Under current law, no such offset is applied to spousal benefits received by those with pensions from employment in nonprofit organizations not covered by Social Security, or those with pensions based on work which is also covered by Social Security.

The 1977 law that imposed the offset on government employees exempted women until December 1982; men are already affected. More than 100 members of the House of Representatives have sponsored bills over the years to repeal the offset, but none have passed.

As we go to press the House Social Security Subcommittee has tentatively agreed to phase in the offset for women beginning in 1983, but NEA lobbyists are working with individual subcommittee members to try to get that decision reversed. ☐

Hatch introduces bill to cripple Title IX



WASHINGTON, D.C.—A bill recently introduced in Congress by Senator Orrin Hatch (R-Utah) would cripple the one federal law that deals specifically with sex discrimination in education—Title IX of the 1972 Education Amendments.

By prohibiting sex discrimination in federally funded education programs and activities, Title IX has been instrumental in expanding opportunities for girls and women at all levels of education. The law has particularly affected such areas as graduate and professional school admissions, vocational education, athletics, and counseling.

The Hatch legislation, which NEA is vigorously opposing, would—

► **Remove employment coverage from Title IX.** Federal circuit courts are now split over whether the statute in its present form protects school employees or just students from sex discrimination. The Supreme Court will be hearing this issue during its fall term, but the Hatch bill would amend Title IX to exclude employees from coverage, regardless of the high court's decision.

► **Limit coverage to the specific educational programs that receive federal money.** The government has always interpreted Title IX as covering *all* educational programs of an institution that receives federal funds. Narrowing this coverage would critically weaken the law, permitting the expenditure of federal tax dollars on schools that discriminate on the basis of sex.

► **Exclude from Title IX coverage those schools whose only federal funding comes in the form of student aid.** This exemption would free a number of private undergraduate institutions from Title IX requirements.

Meanwhile, compounding the Hatch legislative attack, the Department of Education is reviewing all current Title IX regulations with an eye toward "reform."

Also under "review" by the Reagan Administration are regulations for enforcing laws that protect the rights of minorities (Title VI of the 1964 Civil Rights Act) and the handicapped (PL 94-142). ☐

Bell urges end to Education Department . . .

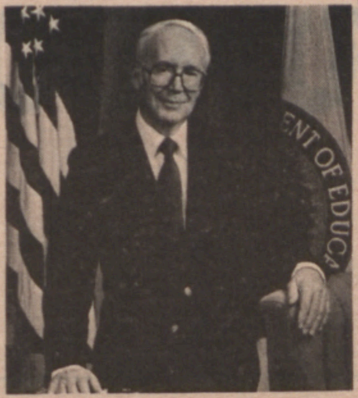
WASHINGTON, D.C.—Forecasts of the imminent extinction of the U.S. Department of Education picked up late this summer as a report leaked to the press that Education Secretary Terrel Bell had suggested to the White House other ways to organize federal education activities.

Dismantling the cabinet agency created by former President Jimmy Carter was one of Ronald Reagan's Presidential campaign pledges.

Secretary Bell reportedly came out in favor of converting the department into a research-oriented federal foundation for education and stripping it of its cabinet rank, but he presented several other alternatives to the President as well.

These included dispersing the department's functions among various other cabinet departments, merging it with another department, or making it an independent agency without cabinet status.

Bell's options appear to presume that the major programs now administered by the Department of Education will eventually be shifted to the states—an Administration proposal not yet accepted by Congress.


If he has his way, Terrel Bell will be the last Secretary of Education. Bell would like to remove his department from the cabinet and downgrade the federal role in education.

Acting in coalition with some 40 other organizations united on the need to ensure that the federal government maintains its legitimate role in education, NEA will do battle on this with all the resources at its command, pledged Association President Willard McGuire.

"Education's problems these days are many and loom large," he added. "We must assume that the Education Department challenge, tuition tax credits, and cuts in aid to critical school programs are all part of this Administration's plan to gut public education."

Several bills calling for the crippling or demise of the Department of Education have been introduced by various members of the House and Senate, but none are given much chance of passage. The Reagan Administration is expected to decide among the options laid out by Secretary Bell and to send its own reorganization proposal to Congress late this year. ☐

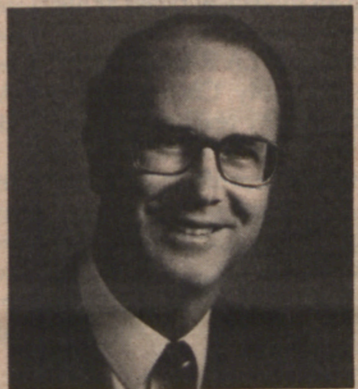
. . . while creating a new national commission on excellence in education

WASHINGTON, D.C.—A new National Commission on Excellence in Education has been named by Education Secretary Terrel Bell to find ways to improve the quality of the nation's schools, colleges, and universities—both public and private.

Announcing the appointment of the commission in late August, Bell said it will spend 18 months studying education from top to bottom and will then make recommendations on how to foster higher levels of academic excellence. The commission will conduct hearings throughout the country to receive testimony and expert advice.

Bell said the commission will encourage education policymakers at the state and local levels to adopt policies and standards that "will hold in high esteem the attainment of the highest order of literacy and academic competence." Special emphasis, he said, will be on writing with clarity and profoundness and on mastering mathematics, spelling, basic science, economics, and the principles of government in a democracy.

The commission will be headed by the president of the University of Utah and includes three other college presidents, two college professors, the governor of Minnesota, the 1981 Teacher of the Year, the president of the National School Boards Association, a California school board president, a New Mexico school superintendent, the Nebraska commissioner of education, and two high school principals.


University of Utah President David Pierpont Gardner will chair the newly established National Commission on Excellence in Education.

"The National Education Association welcomes any effort to achieve quality education," commented NEA President Willard McGuire following the commission's announcement. "The establishment of high and realistic standards for education and the teaching profession is our number one priority. We will continue our vigorous pursuit of academic excellence, and we wish the new commission well in its efforts to achieve our common objectives.

"Those of us who deal with the schools on a daily basis are well aware that there are no easy answers or quick-fix prescriptions for the nation's education ills. NEA is comforted by the fact that Secretary Bell noted in his news conference that teachers are not paid adequately and that 'thousands of them live on the edge of poverty.' We would hope that the commission would make that kind of information part of its report, because it's a foregone conclusion that academic excellence cannot be achieved without paying the price for quality teachers.

"NEA will watch very carefully the work of the commission. The Association urges its members to take advantage of every opportunity to provide input into the commission's study—particularly by participating in the hearings that will be held nationwide. NEA will give careful scrutiny to the commission's findings and recommendations to ensure that the right to equal educational opportunity for all Americans is not infringed upon.

"NEA will vigorously oppose any suggestions for elitist school systems or any findings that suggest support for tuition tax credits," McGuire concluded. ☐

Schools face worst funding crisis ever

WASHINGTON, D.C.—There are some 55,000 fewer teaching positions in public schools across the country this year than last—the largest one-year drop ever recorded. Teachers are losing their jobs because of an unprecedented combination of cuts in federal aid to education, state caps on taxes and spending, and declines in student enrollment.

Stringent local school budgets are also eliminating thousands of educational support and teacher aide positions, further curtailing services to students.

Big losers this fall are school districts that teach basic skills to children from the nation's poorest families under Title I of the Elementary and Secondary Education Act. In the face of reduced federal funding, some districts are cutting back staff in these programs by 20 percent or more.

School lunch programs have also been hard hit. Many districts are considering dropping them altogether, because the sudden reduction in federal subsidies has priced the lunches out of most students' reach. Other districts are scaling down their lunch programs and limiting menus.

The first wave of cuts in federal aid to schools took effect October 1; the full impact will not be known for several months. Additional cuts are in the offing for the 1982-83 and 1983-84 school years.

States where schools face the most severe money problems this fall include Ohio, Massachusetts, Michigan, Kentucky, and California. Schools' fiscal woes are being compounded by the reduced federal dollars available for other social programs, which will put more pressure on already pinched state and local treasuries and set up fierce competition among schools and other community services for the scarce funds.

An NEA survey of state affiliates in early September found many school districts being forced to make cuts in such vital programs as special education, remedial reading and speech, libraries, counseling, art, and music.

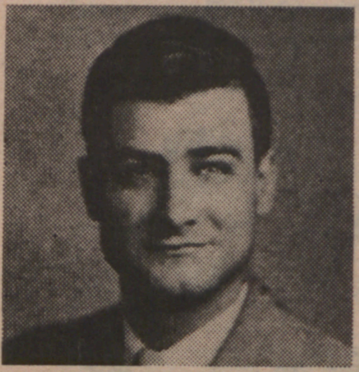
School systems are also increasing class size, cutting back on student transportation, slashing bilingual, vocational, and driver education programs—and even eliminating kindergarten.

Frustration over budget cuts, larger class sizes, and other issues triggered some 25 teacher strikes in a half dozen states during the Labor Day back-to-school period. As we went to press, many NEA state affiliates were reporting hundreds of master contracts still unsettled. ☐

RETIREMENT ROUNDUP

Ed Asner's journalism teacher

Former Kansas association activist saluted in NEA public service TV spots



Bill Corporon as he appeared in the "teacher" section of Ed Asner's 1947 high school yearbook—and as he looks today.

KANSAS CITY, KANS.—NEA life member G. W. (Bill) Corporon is recalled fondly by actor Ed Asner in a new NEA public service message now being broadcast on TV stations across America (*see story on page 3*).

Corporon, 72, was Asner's journalism teacher at Wyandotte High School here. His wife, Florence, was Asner's math and science teacher.

In an interview taped at his home for showing at this summer's NEA Representative Assembly, Corporon said, "As any teacher knows, one of the great rewards of the teaching profession is being able to know about the success of a former student. And in this case, certainly, Ed has made it big. It is gratifying to know that he accorded me the signal honor of saying nice things about me. And so far as *his* achievements are concerned, we're just tickled pink about his being at the top."

At the time he taught Asner, Corporon had recently returned from World War II service in Europe as master sergeant-historian for the 1st Army's 82nd Airborne Division.

He taught for 42 years, but his career also included stints as a Kansas newspaper reporter and a junior high school principal. He served as president of the NEA local affiliate here and later as chairman of the board of the Kansas State Teachers Association (now Kansas-NEA) in 1963-64, when that post was the equivalent of state association president today.

During his year as head of the board, KSTA first began to remedy male-female teacher pay differentials, created its first professional negotiations committee, began the first push toward requiring school boards to show just cause for dismissals, and first recognized the need for the association to provide professional liability protection. □

69-year-old returns to the classroom . . . as a substitute

ARDMORE, PA.—Teacher burnout means nothing to Vivian Cherry, a 69-year-old teacher who calls her forced retirement at age 65 "a big mistake."

"I went back to school after I turned 45 and didn't start teaching until I was 48. I felt that I was just getting into it when I had to quit," she says.

Cherry doesn't have her own classroom anymore at Candlebrook Elementary School in King of Prussia, Pa., but she is still a familiar face in the building.

"I substitute at least two days a week," Cherry reports. "I feel that I still have something to offer the children."

Very few of the retired teachers she knows are substitutes. "They've been teaching so long that they don't want to go back in the classroom. Maybe had I been in it longer, I'd feel that way. But I don't."

Cherry doesn't substitute teach for the money. The Upper Merion Township school district pays substitutes $40 a day. "Day workers who clean people's houses make more money than substitutes," she points out. "That's one reason why a lot of people don't do it."

Cherry's entrance into teaching was delayed because she graduated from high school during the Depression. She attended college for one year but dropped out to get a job.

"I worked for the federal government and decided that it was too routine. I had a lot more to offer," she says.

While teaching at Candlebrook during the 1960's and 1970's, Cherry was a building representative for the Upper Merion Education Association. She attended several NEA conventions as a Pennsylvania State Education Association delegate.

She's seen the teaching profession change with the advent of individualized programs to meet different children's needs. "There are a lot of programs for the slow learner, but I feel that they don't give enough attention to the academically advanced student," Cherry says. "There are some smart kids that aren't getting the kind of education they should."

Her voice rises when she talks about government treatment of retirees. She doesn't like the fact that her pension is subject to tax, and she wishes federal programs like food stamps and assistance with heating bills could be extended to the many retirees who are "just one step above the poverty level." □

Forced to retire at age 65 before she was ready to leave the profession, Vivian Cherry now substitute teaches at least twice a week at her old school in King of Prussia, Pennsylvania.

Michigan urged to improve pensions

EAST LANSING—"The time has come when we can no longer allow the state to shirk its responsibility for improving pensions and benefits merely because social security provides cost-of-living increases," said Keith Geiger, president of the Michigan Education Association.

Writing in the *Teacher's Voice*, the MEA newspaper, Geiger pointed out that the Michigan legislature has not improved pensions for school employees since 1977.

"The time to act is now," Geiger advised legislators sitting on Michigan's committees for senior citizens and retirement. He called upon them to approve an annual cost-of-living increase, allow retirees the freedom to choose their own health insurance company, and remove the school employees retirement system from the control of the state's office of management and budget. □

Vermont local gets its news from a retired colleague

SOUTH BARRE, VT.—Although Shirley Aitchison officially retired from the classroom four years ago, she remains active in the Barre Education Association—as editor of the monthly BEA newsletter. The 66-year-old NEA life member is a former business teacher and Association leader.

She writes, types, and distributes "BEA Bits" to the schools in her district. "I watch all of the different education issues and try to keep our teachers aware," she says. Keeping current on the Association's business means attending executive board as well as general membership meetings.

Aitchison writes copy that is short and snappy and limits her newsletter to a single sheet. "I remember what it was like when I was teaching," she says. "I used to have so much stuff in my mailbox I couldn't get through it all the time."

The retired teacher also takes on other tasks for her local as they come up. Lately that has meant taking minutes during negotiations sessions and typing the newly ratified contract. Earlier this year, when the legislature was in session, she taped public hearings held on educational topics. All of her activities afford her a broad perspective on what's going on in the public schools.

What's the most pressing issue facing Vermont teachers right now? Teachers are very disturbed about recent changes in the state's retirement system, Aitchison says.

Under the new system people have to teach longer to receive full benefits—40 years—and they are penalized for early retirement. "When I think of 40 years in teaching today, I don't think I could last that long," Aitchison admits.

She taught for 23 years, after working for a railroad early in her career. Now that she has retired, Aitchison says she has time to pursue one of her favorite hobbies—travel. She has visited Australia, New Zealand, and Ireland. ☐

Retired N.J. public employees: a powerful lobbying force

TRENTON—Thanks to a successful lobbying push last year, New Jersey's retired teachers and other school employees have won a bigger than usual cost-of-living adjustment for the current year.

The legislature agreed to help retirees keep up a little better with inflation by granting a one-year hike in the usual pension adjustment. Normally public employee pensions are increased each year after the second year of retirement by 60 percent of the cost-of-living increase; for the year that began on July 1, that percentage will rise to 66⅔.

The retirees are hopeful that the new higher figure can now be made permanent. "Our real goal is to get 100 percent of the cost of living," says Mary Lennon, president of the 13,000-member New Jersey Retired Educators Association (NJREA), an affiliate of the New Jersey Education Association. "It's going to be a long fight," she adds, "but it's ignominy to beg for crumbs."

Another of NJREA's goals is to raise the major medical maximum for retirees from $25,000 to $1 million.

State senator John Russo confers with NJEA President Edithe Fulton (center) and NJREA President Mary Lennon about bill to increase annual cost-of-living pension adjustment for public employees.

Besides looking after issues that particularly affect them, New Jersey's retired educators lobby hard to advance the interests of those still in the classroom. When a collective bargaining bill came before the state senate last spring, for example, they set their well-oiled political organization in motion.

With a state legislative chair and legislative consultant coordinating the activities of 21 county chairs, NJREA can get things done. The organization is especially well known for its ability to churn out letters and phone calls to state senators and representatives—many of whom NJREA members remember as students.

Although the bargaining bill didn't make it out of committee, Mary Lennon says the lobbying effort was a reminder that retired and active teachers can work together. "We've shown active teachers that our mentality doesn't disintegrate with our first pension check," she says proudly. ☐

Where does YOUR budget fall?

WASHINGTON, D.C.—If your annual living expenses as a retired couple total $6,644 then you have a relatively low-level budget; if you live on $9,434 you have an intermediate budget; and if your annual expenses reach $13,923, congratulations—you have a high-level budget.

These figures are the latest from the U.S. Department of Labor's Bureau of Labor Statistics. Already a year out of date, they reflect price increases between autumn 1979 and autumn 1980 for typical goods and services purchased by retired couples with three different standards of living. Personal income taxes are not included.

The government's statisticians define a retired couple as one in which the husband is 65 or over. The expense estimates assume the couple to be self-supporting, living in an urban area, in reasonably good health, and able to take care of themselves.

All three budgets are about 10 percent higher than they had been a year earlier. This is the largest single-year increase since 1974.

Steepest price jumps were in transportation (up 16 percent for the lower and intermediate budgets and 14 percent for the higher budget) and medical care (up about 13 percent for all three levels). ☐

A distinguished public servant speaks his mind on retirement

WASHINGTON, D.C.—"The skills, talents, and experiences of millions of older people are being wasted," according to Arthur Flemming, who at age 76 is about to chair his third White House Conference on Aging.

Flemming's advisory committee for the conference has concluded that educational institutions can help older Americans by providing counseling, training, and placement for second and third careers.

"I don't like the word [retirement]," Flemming told a recent retirement planning seminar at American University here. "To the extent that older persons are not involved in a meaningful and significant way in the life of our nation, our nation is deprived of a unique contribution that it can ill afford to pass up."

Flemming currently chairs the U.S. Commission on Civil Rights. He is a former Secretary of Health, Education and Welfare. ☐

NEWS OF SPECIAL CONCERN TO MINORITIES AND WOMEN

NEA HUMAN RIGHTS REPORT

King institute trains teachers in philosophy of nonviolence

ATLANTA—More than 50 NEA members from 25 state affiliates were among the 200 people attending the Sixth Annual Summer Institute on Nonviolence here in late July. NEA and the Martin Luther King, Jr., Center for Nonviolent Social Change sponsored the institute.

The focus was on strategies and techniques for defusing the potential violence many civil rights leaders predict will occur if present social and economic trends continue.

Coretta Scott King, wife of the slain civil rights leader, said the mission of the institute is "to help ensure that [protests] will be characterized by disciplined nonviolence instead of the kind of rioting and violence which recently rocked the United States and Great Britain."

When people are frustrated and see no way out, she said, "they can react violently, and many times they do. But when they are frustrated and can find creative, nonviolent alternatives—such as massive demonstrations and involvement in voter registration campaigns and get-out-the-vote efforts—then the need to lash out violently becomes less."

NEA Secretary-Treasurer Mary Hatwood Futrell addressed institute participants on education's role in a violent society. "We must teach that there is violence that is more vicious than the physical," she said.

"Political violence denies the vote and cuts social programs. Self violence increases drug abuse. Economic violence involves unemployment, job exploitation, segregation, and [sex discrimination]. Educational violence denies quality education to the poor and advocates tuition tax credits for the wealthy," Futrell noted.

NEA members attending Atlanta's King Institute develop lesson plans for teaching nonviolence. Leading the session (second from right) is Jean Young, former chair of the International Year of the Child.

Alabama Education Association Associate Executive Secretary Joe Reed concluded the institute with a call to action:

"Let's not talk about Dr. King," he urged. "Let's act! Some people have not marched since Dr. King was alive. March again—to the ballot box. Look at elected officials and make them account for their stewardship."

We need to "raise a generation that is nonviolent and proud," Reed told the conferees. "We can do it through education, voting, and strengthening families. That is the way to keep the dream alive and reach the mountaintop." □

Associations intensify grassroots ERA push

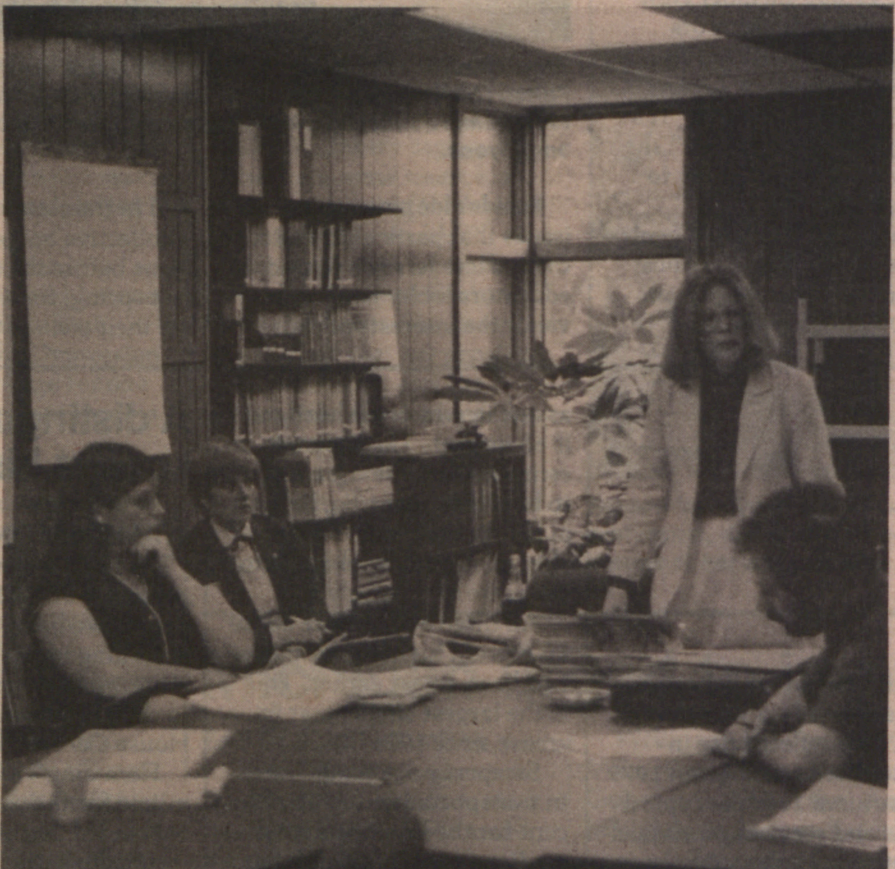
RICHMOND, VA.—As the only unratified state that will elect new legislators before the June 30, 1982, deadline for ratification of the Equal Rights Amendment, Virginia is the focus of a major Association political effort this fall.

Getting the ERA ratified by the legislature here is a matter of unseating bitter anti-ERA incumbents. Of the more than $50,000 raised by the ERA fund drive at the NEA Representative Assembly this summer, about half will be spent on key Virginia primaries and elections, in coordination with the Virginia Education Association.

Other states targeted for grassroots pro-ERA pushes in the months remaining before the deadline are Florida, Georgia, Missouri, North Carolina, and Oklahoma.

Enthusiastic cadres of Association volunteers in targeted legislative districts in these states have received intensive training at workshops on how best to lobby their legislators—not in the state capitol, but back home. A careful assessment is made of each legislator, and a strategic plan is developed to show the strength of ERA support among constituents who would be most influential with him or her.

The focus is on keeping those pro-ERA votes that might be wavering and changing the votes of a sufficient number of opponents to make the difference.



Planning strategy for getting ERA through the Missouri legislature are (standing) NEA's national ERA coordinator Pam Ryan and (seated, from left) Missouri-NEA coordinator Mary Lou Anderson and legislative district ERA contacts Fran Wolff and Joe DeLuca.

Pins, bumper stickers, speeches to other groups, letters to newspapers, petition drives, and fund-raising events are all part of the effort to change the climate for ERA in the states considered most likely to ratify. Three more ratifications are needed; Indiana was the last state to ratify, in 1977.

While in each of the targeted states NEA members are linking their efforts with those of other pro-ERA groups, including the National Organization for Women, the National Women's Political Caucus, ERAmerica, and religious and labor groups, "NEA members have the numbers, the geographic distribution, the political know-how, and the commitment to make a grassroots effort like this succeed," says NEA Secretary-Treasurer Mary Futrell.

According to a recent *Time* magazine poll, 61 percent of Americans now support the ERA. As they watch a dismantling of the enforcement of federal statutes passed one by one to eliminate different facets of sex discrimination, more people are coming to understand the need for the Equal Rights Amendment. □

Education's defense fund

NEA-PAC donations more crucial than ever

WASHINGTON, D.C.—Many pro-education incumbents in last year's congressional elections were swamped by special interest political groups and their heavily funded candidates. Friends of education—and of other vital public services—were unable to obtain the campaign funding they needed to communicate the facts and explain their stands on key issues.

They were drowned out by the high-intensity, negative communications barrages launched against them by such supposedly "independent" organizations as the National Conservative Political Action Committee (NC-PAC). NC-PAC alone spent more than *$7 million* in the 1980 drive to defeat targeted members of Congress. In fact, NC-PAC spent more money against just two incumbents—Senators Birch Bayh of Indiana and George McGovern of South Dakota—than NEA's Political Action Committee (NEA-PAC) was able to contribute to the campaigns of all 309 endorsed congressional candidates combined.

NC-PAC calls itself conservative, but its extreme tactics do not reflect the beliefs and philosophies of most conservative groups in American politics. NC-PAC head Terry Dolan has been quoted as stating publicly that an organization such as his could lie through its teeth in an effort to help one of its candidates, but the candidate himself would remain unaffected by any possible backlash over the disreputable campaign tactics, because of NC-PAC's technically "independent" status.

NC-PAC has admitted that it distributed campaign materials containing misrepresentations of the records of candidates it opposed in the 1980 elections. More recently, Senator Daniel Moynihan of New York and Representatives Les Aspin of Wisconsin and Stephen Neal of North Carolina have filed charges with the Department of Justice and the Federal Election Commission, accusing NC-PAC and Dolan of using the threat of negative radio and newspaper ads to attempt to bribe members of Congress to vote their way.

With the 1982 elections still more than a year away, NC-PAC and other foes of public education have already targeted specific incumbents and are launching a new round of negative media campaigns. If education supporters on Capitol Hill are not to become a vanishing species, NEA's political action arm must help raise the funds these incumbents will need to fight back and win reelection, as well as funds to boost the candidacies of pro-education newcomers. ☐

Fall fund drive begins

WASHINGTON, D.C.—The critical fall fund-raising effort for NEA's Political Action Committee (NEA-PAC) is off and running, fueled by generous contributions from local leaders attending state association leadership workshops this summer.

The totals raised so far form a good base, but they fall far short of the amount needed if NEA is to help pro-education candidates in both parties mount effective congressional campaigns in 1982.

Under federal rules and regulations, NEA-PAC is the only vehicle local and state Associations have for supporting candidates for *federal* office. The bulk of NEA-PAC contributions are made at the local level, either directly through local or state association political action representatives or by payroll deduction where appropriate arrangements have been made. To satisfy the requirements of federal political action laws, such contributions must be immediately forwarded to NEA-PAC.

Members may also mail donations directly to NEA-PAC in room 628 at NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. Some members include comments with their contributions; a sampling of recent ones appears below.

●As the Greenville Education Association legislative chairperson . . . and a Republican teacher, I am able to voice my viewpoints to legislators quite often; and I am greatly concerned about the cuts in educational programs. I am a Title I reading teacher who is sold on [these categorical] programs. Because I am a Republican, I feel that I can effectively disagree with the present Administration's stand regarding educational issues. For instance, I oppose tuition tax credits for elementary and secondary schools.

. . . I think it is imperative that more Republican teachers become involved in the political process at the national, state, and local level. We might be able to exert some influence with Republican legislators.

Joan Klein
Greenville, Ohio

●I have been very upset with the reaction the government has shown toward supporting legislation for schools in our nation. It seems they care nothing about free education for all people but are interested in progress for the very well-to-do only.

I'm wholeheartedly with you in your thinking . . . I am 77 years of age; had my right limb amputated four years ago and am trying to keep my home repaired and live on my social security and Iowa Public Employees Retirement. . . .

I am so sorry I can send only $10 but my prayers will be with you. . . .

Lula B. Blair
Lytton, Iowa

●You can certainly count on me. . . . This is a time of crisis for the American people. Ronald Reagan is the . . . front man for [those] who would undo a half century of progress. It is imperative that the American people come to see Ronald Reagan's true image.

Eugene H. Sloane
Annapolis, Maryland

●We appreciate very, very much the effort and hard work that [NEA-PAC Chair Willard McGuire] and the NEA Political Action Committee are giving to the cause of public education, and we hasten to support you with the enclosed checks.

Marion C. Wheeler and
Ruth M. Twiss
Northampton, Massachusetts

●As a congressional contact team member who is called to Washington occasionally to assist in the NEA lobbying effort, I have seen the value of the NEA-PAC endorsement at work. Members of Congress appreciate the endorsement and are much more receptive to our lobbyists because of it.

Just wanted you to know that, in my opinion, political action is the cornerstone of our organizational strength.

Barbara Lawson
Columbia, Tennessee

●Money is the name of the political game. Hope this check will help.

Dale Bulla
Carrollton, Texas

●I am truly sorry that I cannot give more, but I honestly don't have it. I am on a disability pension which in no way keeps up with the cost of living. My checkbook is empty a week before the next check arrives and I have no other source of income. I am deeply concerned about public education, especially in dissolving the cabinet department and paying for private schools.

Frances B. Howe
Bowling Green, Ohio

Please note!

NEA-PAC supports candidates from both political parties on the basis of their positions and records of support for education and those who help provide it.

Only NEA members and their immediate families may contribute to NEA-PAC. All donations are purely voluntary, and no penalties or recriminations will be taken against any member who does not make a donation. While a specific amount may be suggested for contribution, NEA-PAC accepts any amount the member wishes to give.

Contributions to NEA-PAC qualify as federal income tax credits as follows: half the total contribution to NEA-PAC may be taken as a tax credit, up to a maximum credit of $50 for an individual return and $100 for a joint return. ☐

NEA offers sports medicine videotapes

PHOENIX, ARIZ.—A lively new series of videotape workshops on sports medicine, now available from NEA, should be of particular interest to teachers who coach athletics.

Produced by the Teachers Institute of Continuing Education here, the videotapes feature Penn State Athletic Director and Head Coach Joe Paterno and some ten other trainers, coaches, team physicians, a nutritionist, and an attorney.

These experts give useful advice on such matters as knee, ankle, and foot injuries; drug problems in sports; nutrition for athletes; conditioning; athletic injury emergency care; and liability of the coach.

Each of the videotapes is available for purchase or rental. For details write to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. ☐

. . . and books to help teachers teach

WASHINGTON, D.C.—The latest books from NEA Publishing offer suggestions on a variety of instructional problems.

A new series written largely by classroom teachers provides tested techniques for **Teaching Handicapped Students in the Content Areas.** The first six volumes are ready now: *English* (stock no. 3176-8-OD, $7.50); *Mathematics* (3177-6-OD, $7.50); *Physical Education* (3178-4-OD, $7.50); *Science* (3179-2-OD, $7.50); *Social Studies* (3180-6-OD, $7.50); and *Vocational Education* (3181-4-OD, $7.50).

Latest additions to the NEA **Analysis and Action** series are *Developing Positive Student Self-Concept* (1681-5-OD, $5.95); *Field Trips* (1683-1-OD, $5.25); *Improving Spelling in the Middle Grades* (1685-8-OD, $4.95); *Local History* (1682-3-OD, $5.25); *The Positive Use of Commercial Television with Children* (1686-6-OD, $5.25); *Teacher Self-Assessment* (1687-4-OD, $5.95); and *The Teaching and Learning Process* (1684-X-OD, $5.95).

Education in the 80's is a growing series of books that look at where we are and where we are heading in this decade. Volumes available so far are *Curricular Challenges* (the overview —cloth 3170-9-OD, $16.95, paper 3169-5-OD, $12.95); *English* (cloth 3152-0-OD, $12.95, paper 3151-2-OD, $8.95); *Health Education* (cloth 3154-7-OD, $11.95, paper 3153-9-OD, $7.95); *Multiethnic Education* (cloth 3158-X-OD, $14.95, paper 3157-1-OD, $10.95); *Social Studies* (cloth 3164-4-OD $12.95, paper 3163-6-OD, $8.95); and *Speech Communication* (cloth 3166-0-OD, $13.95, paper 3165-2-OD, $9.95).

Another popular series focuses on **Reading.** Five volumes help classroom teachers teach reading in *Business Education* (3208-X-OD, $6.95); *Health/Physical Education/Recreation* (3206-3-OD, $6.95); *Mathematics* (3203-9-OD, $6.95); *Science* (3201-2-OD, $6.95); and *Social Studies* (3202-0-OD, $6.95).

New titles in the economical **What Research Says to the Teacher** series include *Homework as a Learning Experience* (1036-1-1D, $1.50); *Nonverbal Communication* (1053-1-OD, $1.50); and *Reading: Trends and Challenges* (1054-X-OD, $1.50).

To order any of these books, please specify stock number, title, and quantity. Mail checks to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516, or phone 203/934-2669. ☐

Kit makes Mexican book a teaching tool

WASHINGTON, D.C.—With funds from the U.S. Department of Education, NEA's National Foundation for the Improvement of Education (NFIE) has developed a comprehensive kit to help English and Spanish language arts, social studies, music, and art teachers use *Mexico As Seen by Her Children (México Visto Por Sus Niños).*

This NFIE-sponsored book is a 164-page collection of art and writing by Mexican children. It was developed under the patronage of Mexican First Lady Carmen Romano de Lopez Portillo; a portion of the proceeds from sale of the book goes to scholarships for Mexican students.

The accompanying instructional kit includes cards suggesting 70 possible lessons in different curriculum areas, four guidebooks, two classroom posters, an essay on the meaning of Mexican history, songsheets and cassettes, and much more. The materials are geared for grades 4 to 6, but in pilot testing were found appropriate for grades 7 and 8 as well.

Thanks to federal funding, the package can be offered to NEA members at much lower cost than otherwise. The book and accompanying kit are available in English or Spanish (please specify) for $16.95 plus $2.50 for postage and handling ($19.45 total) from NFIE/NEA, 1201 Sixteenth Street, N.W., Room 628R, Washington, DC 20036. A set of both English and Spanish books plus one kit may be ordered for $33.90 plus $2.50 for postage and handling. Checks must accompany orders and should be made payable to NFIE/NEA. ☐

TV/RADIO TIPS

NEA recommends . . .

WASHINGTON, D.C.—The National Education Association recommends the following television and radio broadcasts to members, students, and their families in the weeks ahead:

The Wave—*ABC-TV, Sunday, October 4, 7-8 p.m. ET.* Powerful dramatization of a short story based on a real teacher's experience. A high school history experiment, designed to give students insight into the group mentality that allowed the Holocaust to happen, quickly takes on a life of its own and sweeps an entire school to the brink of disaster. This controversial drama should be treated with discretion in the classroom. Suggestions for ways social studies and other teachers might handle "The Wave" appeared in the September 21 issue of *NEA NOW*, a newsletter mailed to the presidents of all local NEA affiliates.

Teenage Suicide: Don't Try It!—*one-hour special syndicated to Metromedia and other TV stations beginning October 1; check local listings for broadcast date and time.* Each hour 57 American teenagers attempt suicide; 18 of them succeed. A harshly realistic look at a tragic problem, featuring five case studies.

Skokie—*CBS-TV, Tuesday, October 13, 8:30-10 p.m. ET.* Danny Kaye stars as a survivor of the Holocaust in a dramatic special depicting how citizens of Skokie, Illinois, became embroiled in a bitter 1977 controversy after neo-Nazis announced their intention to demonstrate in the streets.

The Righteous Apples—*PBS, Thursdays, 8:30-9 p.m. ET.* Outstanding young people's TV series about a rock band enters its second season. Federally funded under the Elementary and Secondary Education Act.

A Question of Place: Sound Portraits of Twentieth Century Humanists—*National Public Radio stations; 13 one-hour programs beginning in October; check local listings or phone 800/424-2909 after October 18 for dates and times in your area.* Outstanding actors bring to life the work and thought of leading figures in modern intellectual history: Sigmund Freud, Robert Frost, James Joyce, Igor Stravinsky, W. E. B. DuBois, and others.

Four high school students share the fun of performing in a rock band and the pressures of growing up on PBS television series "The Righteous Apples."

National Radio Theatre of Chicago Presents The Odyssey of Homer—*8 one-hour episodes syndicated to commercial and public radio stations beginning in mid-October; check local listings or phone 800/621-2373 for station, dates, and times in your area.* Ed Asner hosts an ambitious dramatization of the classic Greek epic. A printed guide to the series, funded by the National Endowment for the Humanities, is available from National Radio Theatre of Chicago, 612 N. Michigan Ave., Chicago, IL 60611. ☐

Homesteaders keep school from closing

ANTLER, N. DAK.—An unusual offer by a 72-year-old bachelor here has kept the Antler elementary school open this fall. By offering free land to families who would settle in this prairie town of 100, Harley "Bud" Kissner has drawn 21 new students to the school.

"I'm very, very happy," Kissner said after the school board voted in late summer to reopen the school. "What's a town without its children, without its school?"

The longtime Antler resident received national media attention for his refusal to allow either the school or the town itself to die. In attempting to keep the school operating by increasing enrollment, he also hoped to generate employment, which the town needed to survive.

Taking matters into this own hands, Kissner presented three nine-acre and three five-acre plots of land to families with children. In return, they agreed to send their children to Antler School and to remain on the land for five years. At that time they will receive a clear deed.

Bob Abrahamson, county superintendent of schools at Bottineau, reports that 42 students are now enrolled in grades K through six. "That's double the enrollment last year," he says.

"As far as I'm concerned it was do or die in regards to keeping the school open," says Antler school board member Glenn Tennyson. "Without the school, the town would go too."

Among the new residents are Mike Ellis and his family, who moved from Salt Lake City, Utah. Ellis left a $30,000 job and a $70,000 home to let his seven children live in the little town nestled along the Canadian border.

"I'm not just moving away from that lightly," he says. "This is the type of environment I want for my children."

The now famous Antler school—with its three classrooms, gymnasium, kitchen, and lunchroom—last year employed two full-time teachers and two part-timers. To accommodate the influx of students, this year the ratio has been changed to three full-time and one part-time.

Antler still faces some opposition to the school's reopening. In fact, lured by an athletic program, six of last year's students will be attending school in nearby Westhope.

"We've got a long road ahead of us," says school board member Tennyson, "but at least things are beginning to look up." ☐

World's teachers lose outstanding colleague

MORGES, SWITZERLAND—*The secretary general of the World Confederation of Organizations of the Teaching Profession (WCOTP), John Thompson, was killed recently in an automobile accident near Budapest, Hungary.*

Thompson, who was 58, worked with unceasing energy and enthusiasm for the teaching profession, ensuring that its voice was heard seriously at all levels of education. In striving for the enhancement of the status of teachers and the defense of their rights, he raised the WCOTP (of which NEA is a member) to one of the most significant and respected nongovernmental organizations on the international scene.

Teacher organizations and their members from all continents benefitted from Thompson's personal identification with the cause of teachers, his remarkable grasp of detail, and his ability to present a case for the defense of teachers' rights to governments and international agencies.

A native of England, he became secretary general of WCOTP in 1970 after more than a decade as assistant secretary general. His 22 years of service to WCOTP changed the face of the teaching profession throughout the world.

In addition to his devoted work for the cause of teachers, Thompson's life was characterized by his promotion of international understanding, his defense of human rights, and his pursuit of peace, justice, and progress through education. ☐

Schools outscore parents in latest Gallup poll

DAYTON, OHIO—The public schools get higher ratings for educating students than parents do for raising their children to be responsible young adults, according to the 13th annual Gallup poll of Americans' attitudes toward public education.

The survey tallied the responses of a cross section of 1,519 adults—31 percent with children in public schools, 65 percent with no children in school, and 6 percent with children in private schools. (The total is more than 100 percent because some parents have children in both public and private schools.)

For the first time Gallup asked respondents to grade parents for the job they are doing raising their children. He found 29 percent gave parents an 'A' or 'B' while 36 percent gave the public schools an 'A' or 'B' for the job they are doing educating students.

The new item was included, says George Gallup, because "the success of the public schools is due in no small part to the kind of job parents do in rearing their children in the home to be responsible young people. It was thought that in rating the schools and teachers it would be only fair to rate the kind of job parents are doing."

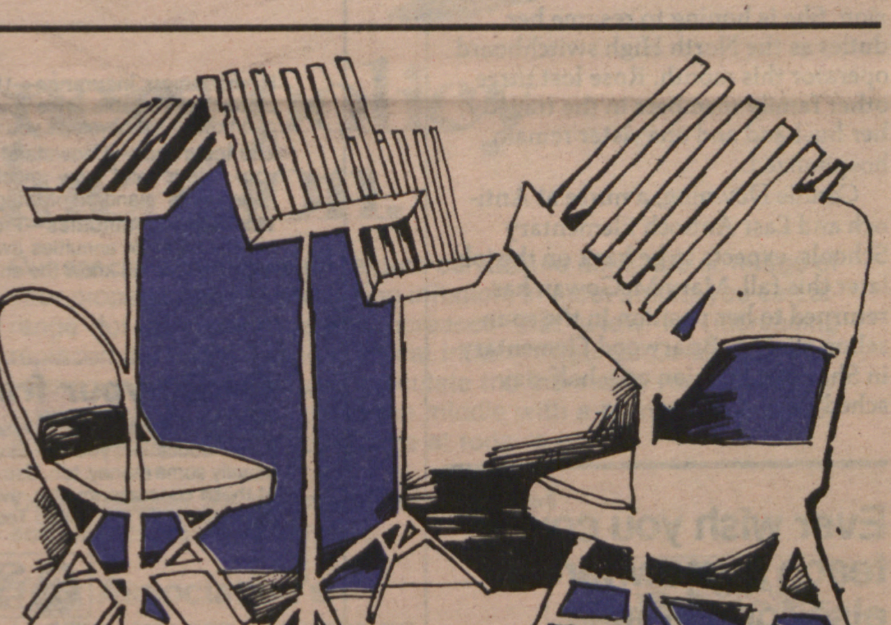
Principals and school administrators were also graded. It was found if people have a high opinion of their local schools, they tend to think well of the principals and administrators.

This year's poll also lent support to the idea that confidence in the public schools—which dropped significantly in the early 1970's—may be returning. This year 36 percent gave the schools an 'A' or 'B'; 34 percent gave a 'C'; 13 percent gave a 'D'; 7 percent gave an 'F'; and 10 percent didn't know. Those figures have remained relatively stable since 1976.

Of those with children now attending public schools, however, the approval ratings are even higher—46 percent gave an 'A' or 'B'.

An analysis of the responses of different groups shows that younger citizens and those living in cities with populations of over a million are significantly more critical of the public schools than the elderly or those living in communities of less than 50,000.

The survey showed that the public continues to see discipline as the biggest problem in education, followed by the use of drugs, poor curriculum, and lack of proper financial support. ☐



Strike inspires symphonic poem

BURBANK, CALIF.—A strike by the NEA affiliate here became the inspiration for "Reflections—1980," a tone poem for full orchestra composed by Jordan Junior High music teacher Royce Malm.

The composition, first performed recently by the Burbank Symphony Orchestra, musically describes the events that led to the spring 1980 strike, the four-week walkout itself, and the happy conclusion.

It draws on school songs, fanfares, and other sources to help suggest the changing moods of frustration, confusion, anxiety, unity, and finally successful resolution. One section features "We Shall Overcome" as a timpani solo.

On the title page, teacher-composer Malm dedicates "Reflections—1980" to "the 375 who went." ☐

Hotel disaster claims four NEA members

KANSAS CITY, MO.—Four Kansas-NEA members were among the 112 people killed in the collapse of the Hyatt Regency skywalk here in July. Three other K-NEA members were injured.

The victims included Juanita Bedene, Marjorie Morris, and Laurette Glover, all of Shawnee Mission USD 512; and Cathy Jean Carver of Kansas City USD 500.

Juanita Beden, 60, and Marjorie Morris, 47, were close friends and veteran staff members at Santa Fe Trail Elementary School. Bedene had been in the district 28 years and at the school since it opened in 1953. Formerly a second grade teacher, she was an assistant to the principal. Morris had taught kindergarten, first, or second grade at the school since 1968.

Laurette Glover, 53, a teacher for 14 years, worked with personal and social adjustment classes and had formerly worked with learning disabled children. Her husband also was killed at the Hyatt.

Cathy Carver, 32, was the incoming secretary of NEA-Kansas City. She had been a key member of her association's negotiating team and a building representative.

Those who were injured included Anna Rose, 60, a member of the newly formed K-NEA educational support personnel affiliate in Shawnee Mission. She is hoping to resume her duties as the North High switchboard operator this month. Rose lost three other family members in the tragedy; her husband and one sister remain hospitalized.

Connie Downing, a nurse at Antioch and East Antioch Elementary Schools, expects to be back on the job later this fall. Mary McGowan has returned to her position in the counseling clinic at Briarwood Elementary in Shawnee Mission on a half-day schedule. ☐

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Ever wish you could teach somewhere else for a year?

WASHINGTON, D.C.—NEA members interested in swapping jobs next year with someone in another part of the country should register with the NEA Teacher Exchange Computer Listing by November 1.

Those who register will receive a printout of names, addresses, and telephone numbers of other NEA members with similar positions who are interested in temporarily exchanging jobs, even homes. The printout will be mailed by mid-December.

Although NEA provides the names and suggests procedures to follow, it is up to individual members to contact each other, work through their local associations to obtain school district cooperation, and arrange the details of a job exchange.

Some 2,000 NEA members have registered already, and the first two exchanges got under way last month, involving teachers from California, Hawaii, Maine, and Montana.

Members registering themselves on the job exchange computer may also indicate two foreign countries in which they are particularly interested. They will then be notified as summer mini-exchange opportunities arise.

Registration kits may be requested by sending a postcard to Teacher Exchange Computer Listing Forms, NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

$2,500 NEA fellowships available

WASHINGTON, D.C.—Applications are now being accepted for NEA's 1982 Hilda Maehling Fellowships. These $2,500 grants are awarded annually to NEA members and local associations for projects that advance professional association work, improve human relations, enhance curriculum and instruction, or develop professional tools and techniques.

Individual members, groups of members, and NEA local affiliates are all eligible to apply. A teacher must be designated coordinator of each project entered.

Deadline for submitting applications is December 1. Recipients will be selected by a subcommittee of the NEA Board of Directors and will be announced next April.

For further information and applications, write to Hilda Maehling Fellowships, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036.

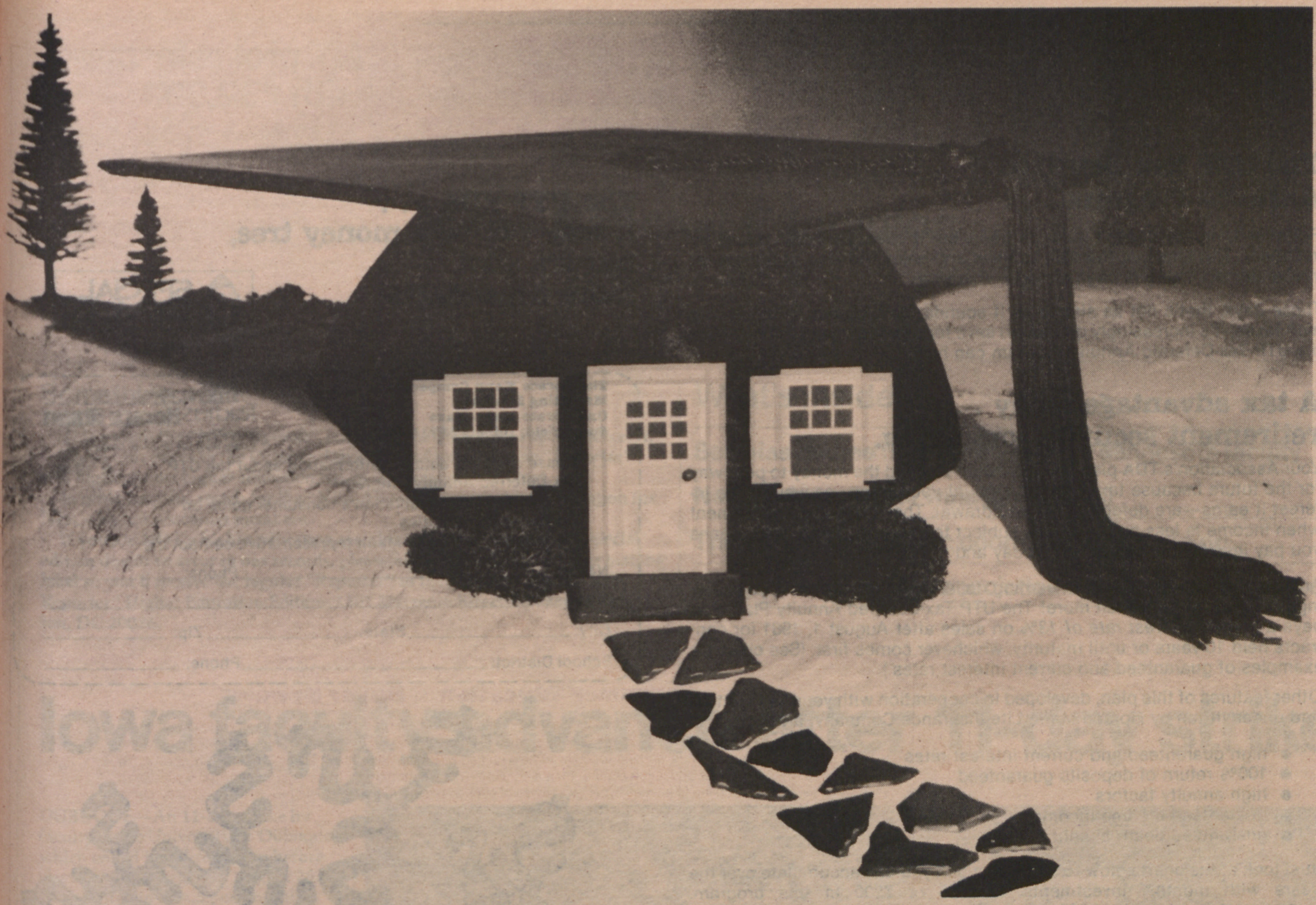
A guest editorial by one of the 1981 fellowship winners appears on page 2 of this issue. ☐

Attention, life members

WASHINGTON, D.C.—NEA life members are entitled to a copy of the *1981 Proceedings of the Representative Assembly*. The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip your mailing label from the front page of this newspaper and send it to NEA Membership Records, 1201 16th Street, N.W., Washington, DC 20036. This label will be used to process your copy of the *Proceedings*.

Your letter of request—along with the label—must be received no later than November 17, 1981. ☐



The homeowners policy with an education.

Everyone needs to protect their home and its contents from destruction and theft. But like most teachers, you probably use personal possessions in the classroom, too, and that's a special risk most people don't have to face. To be fully protected, you need a homeowners policy which covers your personal property not only at home but in school as well. And that added protection is now available with your Association's Homeowners Insurance Plan.

Education coverage . . . a professional privilege.
Your Association's plan is a unique homeowners policy which insures personal property used while teaching—and that includes musical instruments and coaching-related equipment. Developed especially for unified members and their families in cooperation with Horace Mann Insurance Company, this plan provides $500 of this special protection at no extra cost! And the deductible for this coverage is only $25—no matter what deductible you choose for your basic coverage.

Other special features for teachers include:

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- *Mortgage disaster endorsement*—With this optional coverage, you will be reimbursed for up to $500 on your first mortgage payment if your residence becomes uninhabitable for more than 30 days. A maximum of six payments will be made. Destruction must be a result of a peril covered within the basic policy and you must plan to reoccupy the premises.

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If you haven't increased your homeowner's coverage for some time, chances are you're underinsured. And with the dramatic increase in repair and rebuilding expenses, upgrading your insurance to *market value* would still be inadequate protection for your home in today's world. To receive full benefits under your policy, without depreciation, your home should be insured to its *replacement cost* (the actual cost to rebuild your home).

Our special inflation guard feature can assure adequate coverage of your property despite escalating inflation. In most states, you can arrange for automatic yearly increases that allow for increasing replacement costs based on local inflation figures. Or use our free Homeowners Evaluator and calculate the increases yourself. Either way, you won't get caught in the middle with a homeowners policy insufficient to replace your home at today's costs.

These features are not available in all states and deductibles may vary.

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These days, that's not as simple as it sounds. With current inflation and high taxes, it's increasingly difficult to save for tomorrow. And that's where the UTP Tax-Deferred Annuity Program can help.

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Your Association's TDA plan actually helps you find the money to put away for the future because taxes on the amount you invest—as well as the interest it earns—are deferred until withdrawal. That's usually at retirement when income is less and generally subject to lower tax rates. That means you pay less in income tax both today and tomorrow.

And now, at a time when your earning dollars actually buy less, your savings dollars can earn even more! The UTP Tax-Deferred Annuity Plan now pays a *current interest rate of 13%* on sales after August 1, 1981 for contracts held 10 years or until maturity, whichever comes first. (See chart for examples of guaranteed and current interest rates.)

Other features of this plan, developed in cooperation with your Association and underwritten by Horace Mann Life Insurance Company, are:

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Just look at the chart below to see how much you can accumulate over the years with monthly investments of $125 or $200 in this program. (A minimum investment of $20 per month is required.)

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25	$61,746	$239,335	$ 99,240	$385,515
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For example, a 40 year old who deposits $125 a month ($1,500 annually) for 25 years until retirement will accumulate $239,335 at the current rates.[1] And, with the current annuity factors, this will provide a lifetime income of $2,858 a month at age 65.[2] With retirement benefits like these, financial freedom is far simpler to achieve!*

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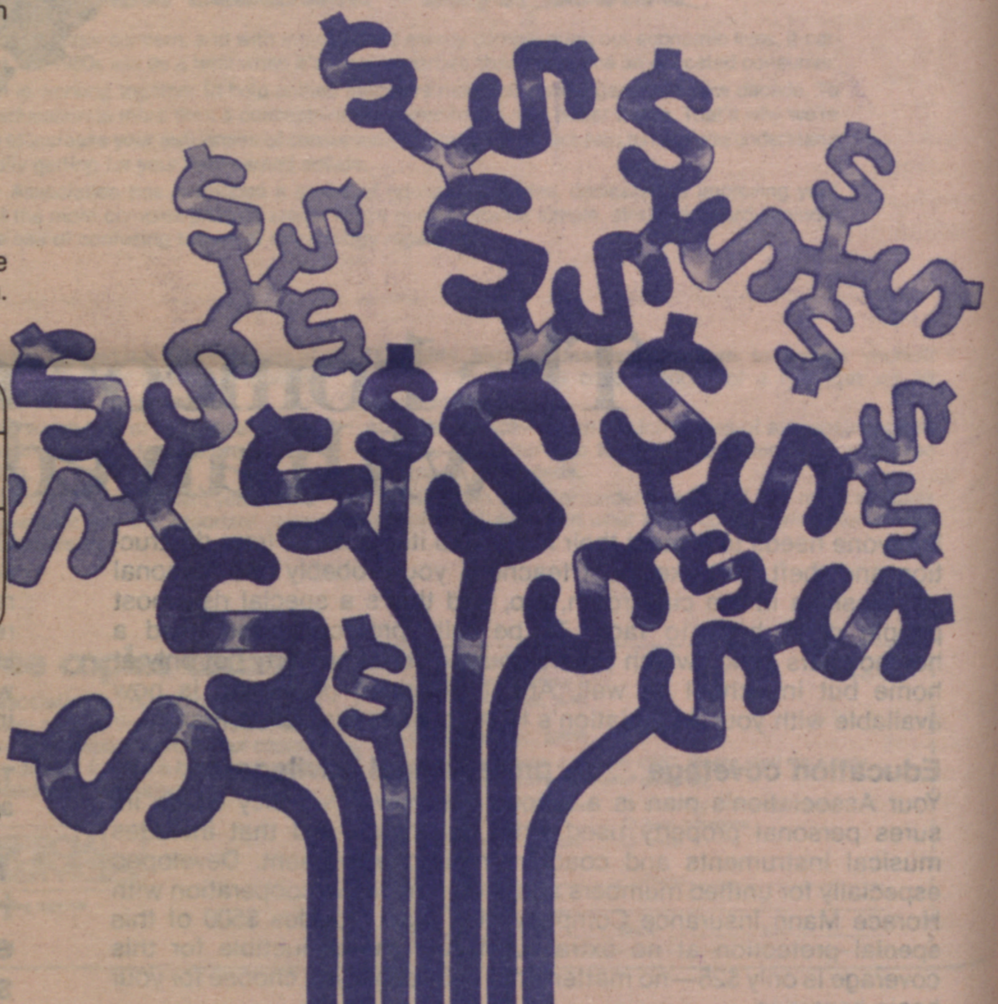

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HIGHER EDUCATION
in the National Education Association

Something new!

This month the "NEA Reporter" launches a new section of special interest.

These four pages in the October, December, March and June "Reporter" will highlight the higher education issues that concern you most.

In other months, watch for the "NEA Advocate," a separate publication for NEA's higher education members.

If you are NOT a higher education member and have received this special edition due to an error in our records, please notify us and enclose your mailing label so you'll receive the regular "Reporter" in the future. Write to "NEA Reporter" Higher Education Edition, 1201 Sixteenth Street, N.W., Washington, DC 20036.

What's inside

Sex bias decree helps University of Minnesota faculty

New York professor wins job, $32,000

The bargaining primer: coordinated bargaining

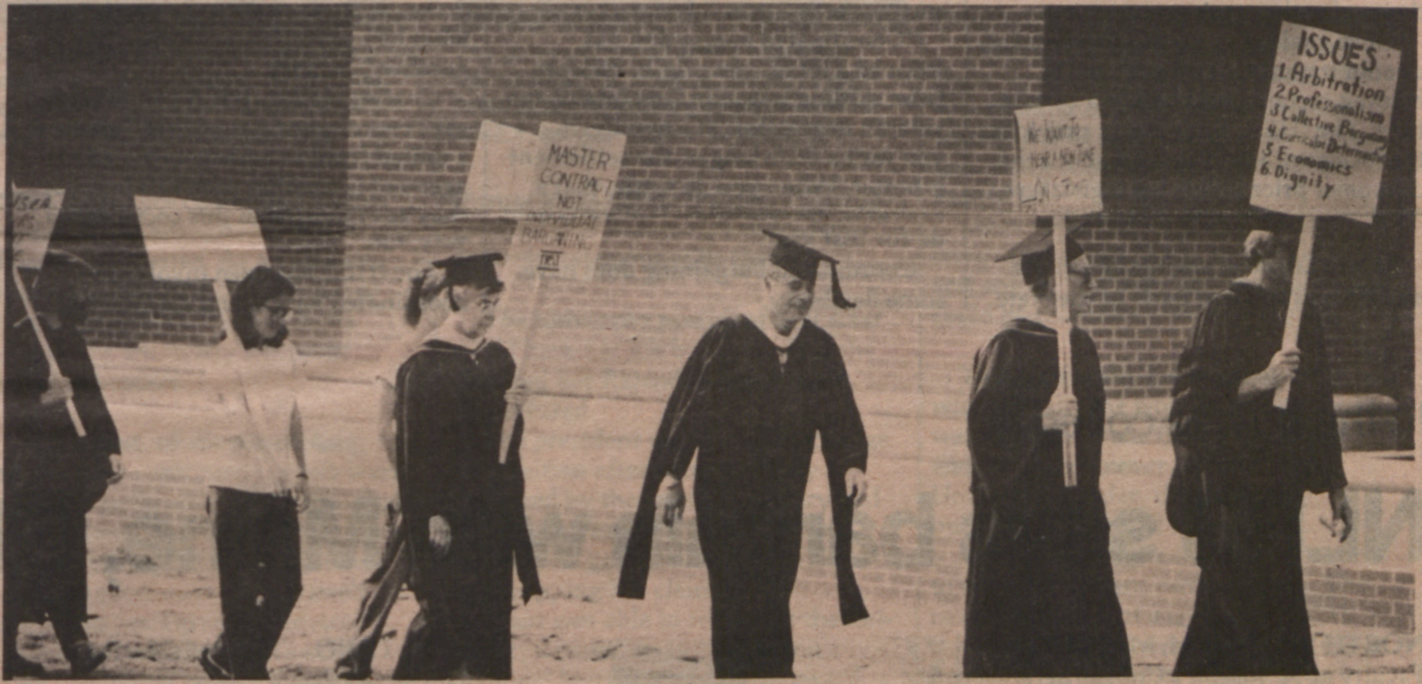
Congress of Faculty Associations leadership conference

Iowa faculty advance after 11-day strike

DUBUQUE—An 11-day strike by faculty at the University of Dubuque, which ended just three hours before classes were to begin on August 26, has resulted in a 24.5 percent salary increase over the next three years.

The strike was legal because the university is a private institution and negotiations are covered by the National Labor Relations Act, which permits strikes.

The university and the University of Dubuque Faculty Association had locked horns over a number of issues including salary, curriculum, and university attempts to bargain individually with faculty.



Members of the University of Dubuque Faculty Association picket in academic robes in their successful strike for higher salaries, university compliance with the bargaining process, and more input into university governance.

The 40-member faculty was forced into the strike when the university administration refused to continue meaningful bargaining.

The Association, which is affiliated with the NEA and the Iowa State Education Association, pushed for salaries that are more competitive with other schools and businesses.

The 1980-81 base salary of $10,800 for instructors with master's degrees and $11,300 for assistant professors was far below what was earned by area teachers and by faculty at other Presbyterian-affiliated colleges.

Teachers with a bachelor's degree start at a $12,000 base in the Dubuque community school system.

"Never before have we made our salaries public," said William Wellner, the Association's chief negotiator. "Most people didn't know how underpaid the faculty were."

The university wanted to eliminate the salary schedule and circumvent the bargaining process by negotiating individually with faculty for special projects.

The final settlement resulted in a three-year contract with a 9.5 percent increase for this year and a 7.5 percent increase for each of the next two years. The salary schedule was retained, and a provision was negotiated to govern procedures for granting extra pay for special projects.

Other gains in the new contract retain faculty decision-making in staff reduction actions and limit the evaluation of tenured faculty to use in the improvement of instruction only.

Association president Bert Carlson, an English professor, said the faculty is very pleased with the settlement. He added that despite the university's repeated attempts to break up the Association, the strike had a very positive effect.

"It has been a very solidifying experience. It really brought us together so that we now feel camaraderie and kinship," he said.

Faculty members often walked the picket lines dressed in costumes depicting historical figures and in their academic robes.

"We wanted to show that we're professionals and part of an honored tradition," explained Carlson. "Our robes were symbols of our dedication and of our dignity in the face of half-truths and lies."

This strike was the second in a year at the University of Dubuque. Last fall, faculty at the university's theological seminary struck for three days.

To add to that, the university was found guilty in February of an unfair labor practice for its attempt to bargain with individual faculty members.

Striking faculty were strongly supported by students, other university faculty, area teachers, and ISEA staff and leaders.

Labor unions such as the United Auto Workers, Teamsters, and the American Federation of State, County and Municipal Employees stood with the striking faculty.

"Local union support for the strike was tremendous. Almost anyone who was union and knew the picket line was here didn't cross," said negotiator Wellner.

Faculty members have pledged to support these union members in the future.

Carlson was confident that the university got a message that the faculty Association is strong and united.

"Our affiliations with the ISEA and NEA are solid. We've got the professional know-how of the Association plus the unselfish dedication of those staff people behind us," he said. ☐

THE BARGAINING PRIMER

Coordinated bargaining works

This is the first in a series of columns on basic bargaining terms and experiences.

Ron Freier, negotiations chairperson for the NEA-affiliated Iowa Higher Education Association (IHEA) and a professor at the Des Moines Area Community College Urban Campus, calls coordinated bargaining a key to better contracts.

"The major benefits from coordinated bargaining are clear. We get support from each other and stay in communication with our negotiators around the state," says Freier.

The process works this way:

Chief negotiators from each bargaining area school—12 community colleges and technical institutes—meet in September with the unit negotiations chairperson to discuss the bargaining goals—such as salary increases, benefits and working conditions—for the coming year.

Once goals are set, each local makes a commitment that it won't settle below a certain point before a certain time. The IHEA, meanwhile, provides the locals with information about the consumer price index, the legislature, funding, enrollments, and tuition.

In late January, negotiators in the eastern and western parts of the state meet to review the goals and decide how they should be modified. If needed, there is another meeting at IHEA.

As the units begin to settle their contracts, they provide information to IHEA, which moves it to other units.

"Most of the community colleges were functioning in isolation, and there was a lack of communication," says Freier. "Since we're funded similarly, it seemed to make sense to get all the negotiators in and establish some minimums.

"If the contract dispute goes to arbitration, you are generally affected by the previous settlements on a comparability basis," he adds.

"If one college settles on an inadequate salary, it drags down what you might get. Those that settle higher bring up those that may have a tendency to settle lower," Freier says.

"Coordinated bargaining has stopped a lot of community colleges from settling too soon," maintains the veteran negotiator. "Generally, if you wait a little longer, the settlement is better. When you do settle, that's probably the maximum that you could do for that year."

Coordinated bargaining does have some flexibility.

Ron Freier, Des Moines Area Community College professor, and negotiations chairperson for the Iowa Higher Education Association.

"We try to get a consensus rather than restrict the units. We try to make sure that the goals and minimums are flexible," says Freier.

"Most of the schools bargain against a professional negotiator. It makes sense to get together and see what he's saying from one campus to another," he adds.

Charles Nadler, IHEA coordinator, says coordinated bargaining "presents a united front to management. Management is familiar with this because they're organized in this coordinated way, too."

The IHEA has been involved in coordinated bargaining since 1979. ☐

NY prof reinstated with $32,000

AMHERST, NY—A tenured professor who was terminated in violation of his seniority rights during a retrenchment has won reinstatement, $32,000 in backpay, and a precedent-setting guarantee of retraining.

John Xanco, an assistant professor of foreign languages at Erie Community College, was laid off though he had seniority over other faculty who were retained.

Xanco, a member of the college Faculty Federation, turned to his state and national organizations—the New York Educators Association and the NEA—for help.

NYEA processed his grievance through arbitration and also filed a federal equal opportunity discrimination claim. The NEA DuShane Subsistence Loan Program supported Xanco with a $2,100 loan.

In arbitration, the college agreed to pay Xanco one-half of his pay retroactive from the date of his 1977 termination up until September 1, 1981. And, he was guaranteed a teaching position for at least two years.

The college also agreed to retrain Xanco for teaching in another area if enrollment figures prevent him from teaching Spanish.

"This agreement sets a very important precedent on the campus for retraining," says Faculty Federation president Franklin Perry. "Now the administration really has to retrain before retrenching."

The negotiated contract states that the college and the county would make every effort to retrain faculty who were laid off. ☐

In the private colleges

NLRB says bargain with Maine, Ohio faculty

NORTH WINDHAM, MAINE—Faculty at St. Joseph's College here have won the first round in the battle for collective bargaining rights.

The National Labor Relations Board ruled this summer that faculty have the right to vote in a representation election for the unit of about 27 full-time faculty members.

The Faculty Association of St. Joseph's College, a Maine Teachers Association and NEA affiliate, went to the NLRB after the administration refused voluntary recognition.

A growing list of grievances and concern for academic freedom and professional status had convinced faculty that they needed bargaining.

But the college administration maintained that the college was a religious institution outside the NLRB's jurisdiction.

The NLRB rejected that position and found that the college exists for a secular purpose.

A June election was scheduled, but was postponed by the administration until sometime this fall. ☐

RESTORE ACADEMIC FREEDOM AT SJC
Support the faculty

Members of the Faculty Association of St. Joseph's College demonstrate on the need for bargaining.

ADA, OHIO—The Ohio Northern University Faculty Association (ONUFA) is ready to go back to the bargaining table.

The National Labor Relations Board (NLRB) general counsel has ordered a regional director to issue a complaint against the university administration for violating the National Labor Relations Act by refusing to bargain with ONUFA.

ONUFA, an NEA and Ohio Education Association affiliate, negotiated a contract in September 1980.

The university voided the contract and refused to bargain with ONUFA after the regional director, who was investigating an unfair practices charge that ONUFA filed, determined that faculty at the university were managerial and not covered under the NLRA.

ONUFA appealed the regional director's decision and said that the faculty were not managers.

The NLRB counsel said that testimony on the faculty's status should be developed in an administrative law judge hearing before the NLRB made a final determination.

The hearing is expected to be held later this year.

"Faculty are elated," said Carleton Smith, OEA higher education organizer. "We are waiting for the regional director to issue the complaint. But we plan to move ahead demanding that the employer bargain."

The university's action stems from the Supreme Court's February 1980 decision in *NLRB v. Yeshiva University*. In *Yeshiva*, the court held that faculty at the New York City university were not covered under the NLRA since they are managerial employees.

The NEA-affiliated Loretto Heights College Faculty Association in Denver also scored a major victory on this issue in July. An NLRB administrative law judge said that faculty were not "managerial employees" and ordered the college to bargain with the Association. ☐

At the University of Minnesota

Faculty win new rights after sex bias decree

At the University of Minnesota, the grievance procedure used to be a confusing maze full of roadblocks and pitfalls for the unfamiliar.

At the University of Minnesota, some faculty committee hearings and actions were closed and shielded from interested colleagues.

At the University of Minnesota, all that is changing.

In the forefront of the struggle for faculty rights are activists in the University of Minnesota Education Association (UMEA).

The members of this NEA and Minnesota Education Association affiliate are working to implement a federal court decree.

The UMEA hopes to win even more rights for faculty by being selected as the bargaining agent in a representation election that will be held later this fall.

Members of the Faculty Advisory Committee for Women tell university trustees that more must be done to effectively implement the sex bias court order.

"Drastic measures were necessary and desirable" to implement the decree, says Doug Pratt, chair of the faculty senate consultative committee.

The grievance procedure has been opened up, but it would be more equitable with collective bargaining, says UMEA member Clare Woodward.

MINNEAPOLIS—Thanks to a landmark sex discrimination case, faculty are winning new rights in university governance at the University of Minnesota.

Shyamala Rajender, a former chemistry professor, sued the university for sex and race discrimination in 1973 when she was denied tenure.

After seven years of litigation, the case was settled in August 1980 in an out-of-court agreement.

The university agreed to pay Rajender $100,000 and to implement a consent decree for the university's other non-student female employees.

The decree, effective until January 1989, is significant because it provides an expedited procedure for a federal court hearing of sex discrimination.

Also, the decree orders the university to establish an affirmative action plan and prohibits sex discrimination in hiring, promotion, pay and tenure decisions.

The university was ordered to appoint faculty advisors to assist women who want to file sex discrimination claims. (About 200 have done so). And, it establishes a Faculty Senate Equal Employment Opportunity for Women (EEOW) Committee to monitor the decree's implementation.

The work being done by the EEOW committee and the faculty advisors —now the Faculty Advisory Committee for Women (FACW)—is benefiting *all* faculty.

The FAWC was successful in getting a court order to end the university practice of strict confidentiality in the hearings and findings of grievance panels. Now, the hearings and findings are open to all faculty.

Many of those leading the push for faculty rights are members of the University of Minnesota Education Association (UMEA), an affiliate of the NEA and the Minnesota Education Association.

Clare Woodward, chair of the UMEA grievance committee, is also coordinator of advisors for the faculty advisory committee. As an advisor, Woodward has already helped two women successfully bring claims through the university's internal grievance process.

"In the past, all the proceedings and findings of the grievance panels were secret," Woodward recalls. "The chair of the grievance committee wouldn't or couldn't tell you anything. The judicial committee considers itself neutral and can't give any advice."

"Nobody would give you advice except other faculty who had been through it," she says.

That meant that the administration had first-hand knowledge of acceptable arguments, precedents, and rules of evidence, says Woodward, while faculty did not.

That practice of strict confidentiality hurt Silvia Azar, member of the medical school faculty who filed a grievance in 1977 challenging university tenure policies and a position denial.

In her first attempt, Azar unquestioningly followed the advice of the chair of the senate judicial committee. She took the grievance to the wrong committee and focused on the wrong issues. Azar lost and had to pay $8000 in attorney's fees.

In May of this year, on the advice of Woodward, her faculty advisor, Azar took her case to the judicial committee.

The committee found the medical school guilty of discrimination and misuse of its tenure policies. It recommended that Azar be given backpay and reinstatement with tenure.

The university president said Azar could have her job back—only if she dropped her Rajender-based claim. She refused.

The president was forced to change his position after being publicly criticized by the faculty advisory and equal opportunity committees. In August, he granted Azar relief without dropping her claim.

(Azar was able to remain at the university because in 1978 she won a National Institutes of Health award that pays 95 percent of her salary for five years).

Confidentiality also hurt V. Lois Erickson, associate professor of educational psychology.

"I had believed in the system," said Erickson, a FACW member. That was until she tested it.

In her first try in 1978, the former chair of the judicial committee told Erickson that her tenure denial/sex discrimination claim couldn't be heard before that body or any other at the university.

With Woodward's help, Erickson recently brought her grievance before the judicial committee. She was tenured in 1979, but the committee found the university guilty of sex bias in the 1978 denial. Erickson also has a Rajender-based claim.

"We would have a much more equitable grievance procedure," says Woodward, if there were a recognized bargaining agent.

"Members of the committee would not be appointed by the president and would not be making recommendations which are only advisory. It would be a procedure which had some teeth."

Despite opening up the grievance procedure, the court realized that more should be done to implement the decree. In May the court ordered the university to provide the faculty advisors with an on-campus office, a secretary's salary, supplies, and $7500 for expenses.

This fall, the advisory committee plans to hold informational workshops for women faculty, train more advisors, and publish a newsletter.

While the committee has increased support, women are still reluctant to file claims. In Duluth, Judy Dwyer said there is "a state of apprehension" among women faculty concerning their jobs or their potential claims.

"Women are still hesitant and very insistent on taking a low profile," says the University of Minnesota-Duluth Education Association activist.

Dwyer, who has a Rajender-based claim, understands apprehension. She was terminated from her non-tenure-track position in May and is suing the university with UMDEA and MEA assistance.

Dwyer was working on Rajender issues at the time of her termination and still is. She feels that the dismissal could be retaliatory, at least in part.

Tales of faculty harassment were widespread. One woman reportedly was told that if she filed a complaint and lost, she'd never be promoted. Under court order, the university publicly condemned harassment.

"The order telling the university to stop harassment came one day. The next day they sent a letter to (FACW chair) Pat Faunce threatening her suspension," says former UMEA president Alfred Aeppli, also on the advisory committee. "It's unbelievable."

Faunce, director of the Measurement Services Center and a psychology professor, was threatened with suspension for allegedly misusing university leave policy. She took the university to court to stop her dismissal.

"Women had just begun to develop the courage to file a claim. They were so fearful of what would happen to them because many of them don't have tenure," said Faunce. "If I had been suspended, we would have regressed."

Legal action can only go so far in winning rights for faculty. Other universities have been under court order, but the promise of the decrees has not always been fulfilled.

"The suit by itself is not going to get you anywhere," says Woodward. "Organizational strength and the knowledge of dedicated people make the difference." □

Congress of Faculty Associations

Leadership conference 1981

James Bosco of CSU-Sacramento tries to recruit coach Elmo Slider, also from Sacramento, in a role-playing session on "Organizing Non-Tenure-Track Faculty."

CFA Pres. Bill Crist and Field Manager Alan Willsey lead an issues discussion session.

Wilma Krebs, CFA grievance committee chair, gives information on academic rights and a step-by-step guide to grievance processing.

Intensive training and discussion of the issues affecting all CSUC faculty filled the mid-August weekends of these CFA campus presidents and activists.

LOS ANGELES—The campus leaders in the Congress of Faculty Associations (CFA) are spread out over 1,000 miles and 19 California State University and College system campuses from Sonoma in northern California to San Diego in the south.

One leadership conference wasn't enough to help CFA work with the leaders and assist them in winning rights for faculty and preparing for a representation election later this year.

Leaders from the northern campuses met August 14 to 16 in Sacramento. Leaders from the southern campuses met August 21 to 23 in Pomona.

Both sessions gave faculty training in academic rights and grievances representation, bargaining election skills, organizing non-tenure-track faculty, and handling issues that will surface during the upcoming election.

"The faculty response to the sessions was exciting," said CFA President Bill Crist. "There was an intensifying of our members' commitment and dedication to winning the drive for self-determination for CSUC faculty."

The right to represent 20,000 faculty, department chairs, and other professionals is at stake in the election.

CFA is affiliated with the National Education Association, California Teachers Association, California State Employees' Association, and American Association of University Professors. ☐

CFA action restores professor's job with $35,000 back pay

BAKERSFIELD, CALIF.—A professor who was laid off after exercising his right to file a grievance has won reinstatement for the 1981-82 academic year, $35,000 in back pay, and retraining.

All of this came after the Congress of Faculty Associations (CFA) filed an unfair practice charge with the Public Employment Relations Board (PERB).

CFA is affiliated with the National Education Association, California Teachers Association, California State Employees' Association, and American Association of University Professors.

William Wake, a geography professor at the California State College campus here, was notified in September 1979 by the college president that due to an alleged lack of funds, he had to choose between retirement, layoff, or a half-time reduction-in-time appointment.

Wake, a 20-year teaching veteran and the most senior member of the geography department, turned to CFA for advice. CFA recommended that Wake accept the reduction-in-time appointment under protest and file a grievance.

The college president told Wake that if he didn't withdraw the grievance, he would be restored to a full-time position and then laid off.

Refusing to be intimidated, Wake held to his grievance. In fall 1980, the university made good on its threat. Wake was restored to full-time status, only to be laid off a short time later.

Wake and CFA filed an unfair practice charge with PERB in February 1980, charging that Wake was laid off for filing the grievance.

CFA's argument was backed up by the spring 1981 finding of the university grievance committee that the layoff was in retaliation for filing the grievance.

The grievance committee also found that the university had made efforts to accommodate other faculty in similar positions, but not Wake. And, the committee could find no financial crisis to justify the layoff. ☐

WASHINGTON REPORT

Student aid applications climb

College students have been scrambling for student loans in record numbers this fall trying to beat the October 1 deadline when major changes in the popular guaranteed student loan (GSL) program take effect.

Applications to banks and other lending institutions for the loans are up 60 percent from last year.

Loans are projected to reach from $7.2 to $8 billion by September 30, compared to $4.8 billion in 1980, according to federal estimates.

Effective October 1 the GSLs, which have been available to all students, will be based on need for families with incomes over $30,000.

In mid-September, every student began to be charged five percent of his or her loan amount as a processing fee.

The Department of Education estimates that students from families with incomes between $30,000 and $40,000 and who attend public institutions would be most affected by the changes.

About 90 percent of the loan applications for the 1981-82 academic year would have been processed before the new restrictions, according to financial aid officers.

Many student aid and loan officers say the main reason for the increase in applications is that more students are learning of the program—partly because the loans received so much attention when the Reagan Administration first announced its plans to cut back. ☐

Campus defense research funds soar in Reagan budget bills

Funds for campus defense research get a big boost in the Reagan Administration's budget and tax bills.

The sharp increase in defense research funds for universities and colleges is a rarity in Reagan's austere budget.

And, this is a change from the Vietnam era when defense research projects were cut after they became a focus of student protests.

Campus defense research spending will increase to $678 million in fiscal 1982, compared with $547 million in the current budget year, according to Defense Department estimates.

The university and college share of the defense research pie is also way up—from about 32 percent in 1976 to an estimated 44 percent in 1982.

Reagan's science adviser, George Keyworth, said the Administration is placing primary emphasis on research in the hard sciences and engineering.

Social science campus research dropped over $10 million from fiscal year 1981 to 1982. And federal research spending is not increasing overall.

The budget for the National Institute of Education, an educational research agency, was severely cut. ☐

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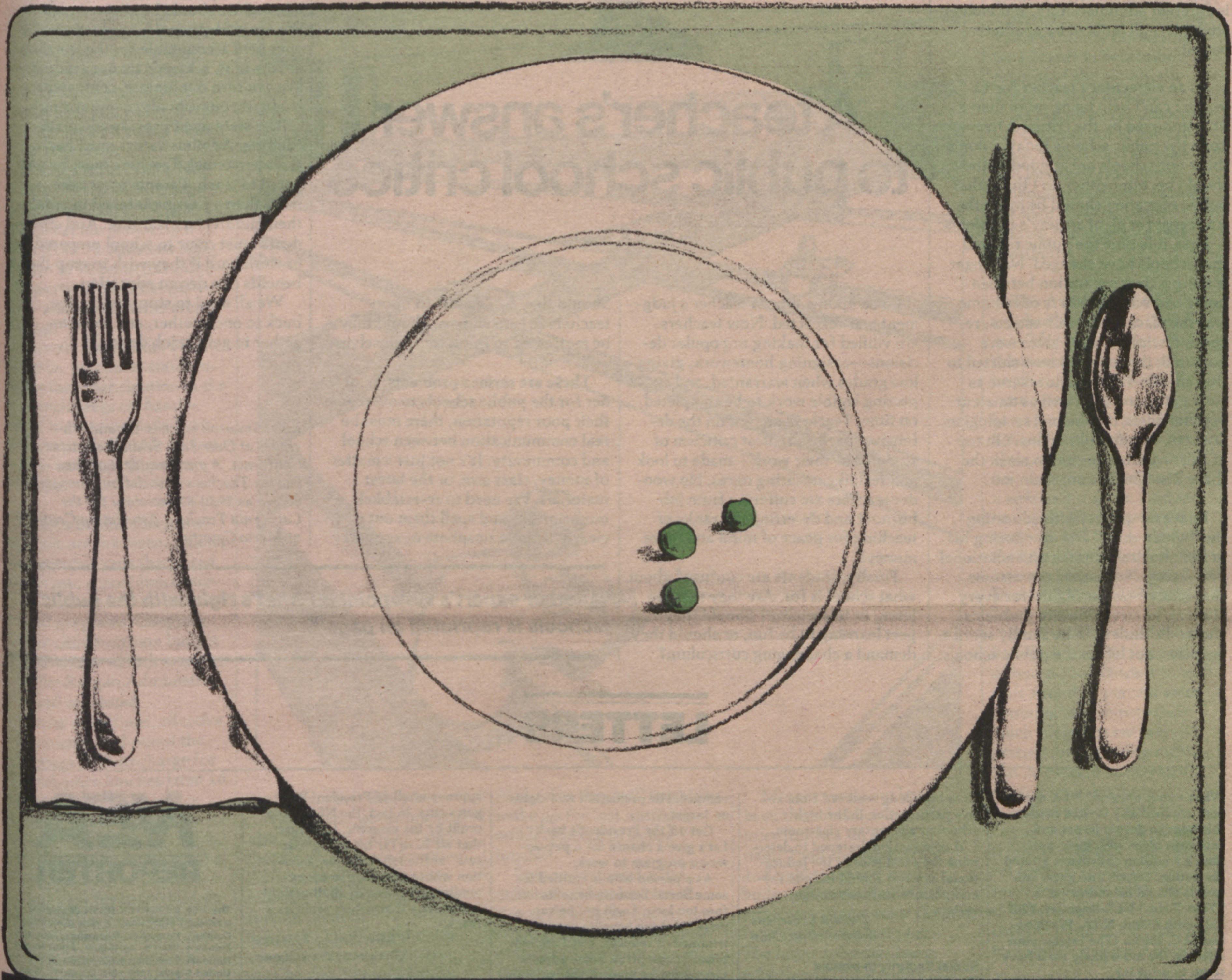

THE VANISHING SCHOOL LUNCH

Federal budget cuts take a bite out of child nutrition

A classroom teacher and an education writer answer public schools' critics 2&5

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Alaska, New Jersey, Utah affiliates find new ways to serve members 8-9

YOUR TURN

A teacher's answer to public school critics

by Juliet L. Simpson

In recent months I've read a lot of magazine articles and seen a lot of television coverage on the "sad state of public education." The overriding tone is one of gloom and doom. One might conclude that our schools are inhabited by incompetent teachers, indifferent administrators, and violent students—all ignored by apathetic parents.

As an elementary teacher for 12 years, I can't help being more than a little annoyed by the criticism heaped upon the public schools today. I don't think our schools are as good as they should be, but neither do I think that public education should be made the scapegoat for all of society's problems.

First, it is time the public realized that schools have changed. No longer is there a clear separation between home and school. Where once home was the place where self-esteem, respect, discipline, and values were nurtured, that role has now shifted to the schools. Teachers now serve as surrogate parents as well as amateur psychologists, counselors, sociologists, lawyers, and disciplinarians. On top of this, we are expected to teach the three R's, which is our main job.

I have no quarrel with educating the "whole child" and monitoring his or her physical, mental, and emotional well-being. No teacher can assume that kind of responsibility for every student, however. Severe problems should be dealt with by family service agencies, not left to the public schools.

Once upon a time, a teacher's judgment was respected. Now teachers are vilified for making unpopular decisions—assigning homework, giving low grades when warranted, and expecting legible work to be completed on time. Teachers are put on the defensive for the slightest criticism of students or their work—made to look and feel like uncaring ogres. No wonder teachers are suffering from job burnout and deserting the ranks of teaching for peace of mind and more money!

Finally, students are confused about what school is for. Are they there to learn, or to socialize? Should they expect learning to be fun, or should they demand a challenging curriculum? Should they be dependent upon teachers for answers, or should they be motivated to think for themselves?

These are serious problems. In order for the public schools to overcome their poor reputation, there must be real communication between school and community. It's not just a matter of money, class size, or the latest materials. We need to re-establish our priorities and spell them out clearly in an atmosphere of support and mutual cooperation. All of us—teachers, administrators, parents, and students—need to take responsibility for our roles.

Teachers should stop feeling defensive and should stand up for themselves. We have been trained to do a job, and we should be allowed to do it. We are professionals—and we are the ones held accountable for the learning, or lack of it, achieved by our students. We *can* turn out literate, competent students; our schools *can* be strong!

The state must provide adequate funding. Administrators must back their personnel. Teachers must be prepared to teach. Parents must take more than a passing interest in what their children are learning. And students must come to school prepared to work hard if they wish to reap the benefits of a decent education.

We all need to stop passing the buck to one another, and work together to get the job done. ☐

Juliet Simpson teaches 4th and 5th grades at Deer Park School in Fairfax, California. A past president of the Fairfax Teachers Association, Simpson served as 1980-81 secretary for the California Teachers Association Council of Marin County.

Another expert's viewpoint on what's right with the public schools is reprinted on page 5.

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

One more adjective

I was impressed with the back cover "poster" on your September issue.

A glaring omission for at least half our membership could be corrected by the addition of a fourth line to read:

PROUD
POWERFUL
PROFESSIONAL
POOR

Dale Kosewick
Marble Falls, Texas

Makeup of new commission

Re your October article on the government's new National Commission on Excellence: I am in full agreement that education does need to be carefully looked at. . . . It does need to redefine its direction. But I find it hard to see how the membership of the commission can be totally objective. . . . There is only one "practicing" teacher listed. The 14 other members are nonteachers, high school administrators, and several persons who have been long removed from active participation in the high school or elementary classroom.

A commission designed to determine the excellence of the [educational system] should include several persons from within the system. . . .

Donald E. Stevens
Bellefontaine, Ohio

Social Security in trouble

Disability payments, especially for the young worker with a family, are exhorbitant. . . . Why a minimum benefit for people who've scarcely paid into the insurance system? Who wants a welfare dole from general revenue? And why a student benefit, something so difficult to administer it takes truant officers if you'd want to really check to see if the kids are college students!

Stupid Democrats added too many benefits to an earlier sound retirement system and they'd better start eliminating the programs before they bankrupt the entire system. . . .

Carol Johnson
Minneapolis, Minnesota

Social Security is under threat only because it was not set up properly to begin with. I am a man 62 years of age who has been a wage-earner ever since I completed high school in 1937. In that year I overheard an insurance man discussing the fledgling program. He stated plainly that it would become insolvent by 1980 unless it was revamped. His prediction was right on target.

Get off the President's back! Let's give a chance for a pay-as-we-go program to work.

As a person who is entitled to some Social Security benefits before too long, I will not be surprised if those benefits are trimmed or reduced. But I am not bitter or resentful. Some adjustment must be made if the program is to survive to any degree. My wife and I are just grateful that it was of considerable help to our parents and other older members of our family in their declining years.

Joe Shields
Tucson, Arizona

The Reagan cuts

The schools face a funding crisis because they have enjoyed tremendous, unprecedented federal funding support in the past 15 years. There has been so much Title I money in most districts that they didn't know what to do with it all. Schools have closets and shelves full of video equipment, televisions, teacher aids, etc., etc., etc.

Meanwhile, the government is in debt up to its ears and never had the money to fund this stuff in the first place.

David W. Holdefer
Baltimore, Maryland

I am thoroughly disgusted with your pretense that you speak for all teachers. I and many others approve of all of President Reagan's cuts. In fact, the NEA could profit by the example. I am sure that we have far too many "fat cats" at the top of our organization whose only motive for extending education in all directions is that they themselves profit as a result.

Mrs. George Watkins
Clarkston, Washington

I was thoroughly disgusted when I read the [October] *Reporter* and saw the letters from my fellow educators supporting Reagan. Our main job is to educate people, and we can't do that with all our funds cut off so Reagan can support the rich. We seem to be becoming a country of Robin Hood in the reverse. If teachers can watch education get wasted then I suggest they're in the wrong profession.

I also see many letters from obvious Moral Majority fans with their perverted Christianity. How can these people claim to be loving their neighbors when they cut aid to the elderly and handicapped, cut education, cut housing for the poor?

I was for a change when President Carter was in, but I at least have the intelligence to see the error of my ways. I want some of my hard-earned tax dollars to support me instead of the rich or the military or foreign countries whose friendship we try to buy.

Albert Kapustar
Adrian, Michigan

NEA REPORTER

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Federal budget cuts take a bite out of child nutrition

The facts and figures vary from district to district, but the general picture looks the same. NEA members in schools across the country report that school lunch prices have soared this fall to make up for the sharp drop in federal subsidies, and that fewer students are buying.

Unable to make ends meet, schools in Seattle, Washington; North Platte, Nebraska; and Pulaski County, Arkansas, were among the first of several hundred to drop out of the national school lunch program altogether. Many more will follow in the months ahead if today's bleak trend continues.

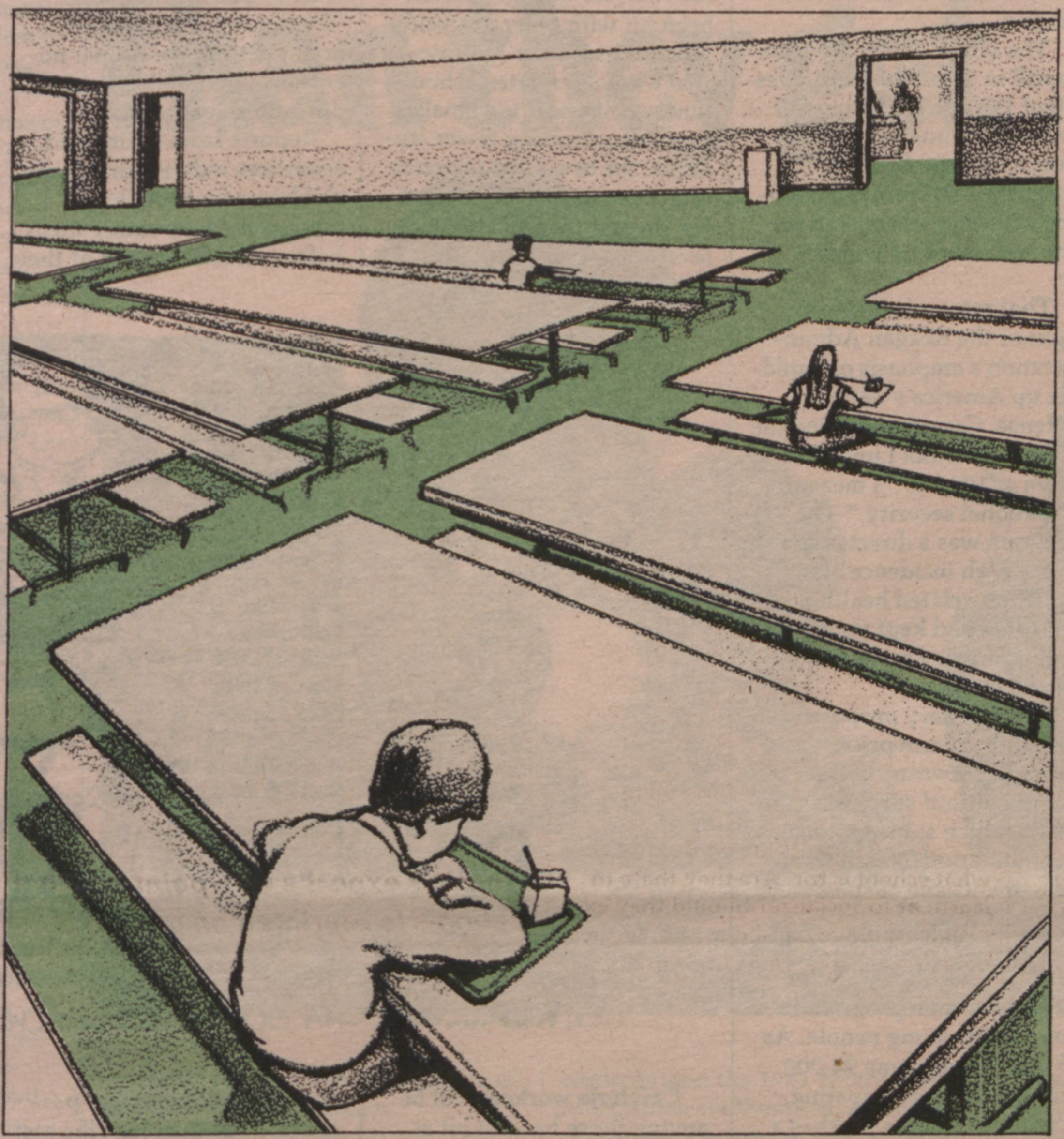
Flossie Henderson, a Normandy, Missouri, language arts teacher, says, "School lunches at our junior high went from 50 cents last September to 95 cents this fall. The portions have been cut too—and the students aren't buying."

Reports from Ohio, Pennsylvania, and other states indicate that participation in the hot lunch program has declined in many schools from 60 percent of all students last year to less than 10 percent this year.

What's behind this growing crisis are the recent federal budget cuts—cuts that sliced deeper into school lunch subsidies than into most other federal programs. Congress cut the child nutrition budget by one-third—which was less than the Reagan Administration had requested.

Earlier reductions, effective last January, had raised the maximum student charge for reduced-price lunches from 10 cents to 20 cents. This September it doubled again, to 40 cents.

What's more, families have to be poorer now than they did last year for their children to qualify for the reduced price. This means that many students who bought a 10-cent lunch last fall are expected to pay full price—75 cents or more—this year.



The federal government is also requiring a lower family income than before for students to be eligible for free lunches. These changes are forcing thousands of "working poor" families out of the school lunch program. And the October 1 cuts in food stamp allotments make it unlikely that they will be able to make up the lost nutrition either at home or in bag lunches.

Free and reduced-price milk, which has been available to all schoolchildren since 1954, is now limited to those schools not participating in the school lunch or breakfast program.

Most severely cut have been the subsidies for full-price lunches. In a time of rising food and labor costs and tight state and local budgets, many schools' food service programs were already running deficits last year. The lower subsidies leave schools with little choice but to raise the lunch price—or drop out of the program.

A year ago the price of school lunch for paying students averaged about 60 cents nationally. That average has risen by 25 cents this fall, with some high schools now charging as much as $1.50.

Hiking prices, districts know, is counterproductive. The rule of thumb is that for each penny the price goes up, student participation drops by 1 percent. Virginia's affluent Fairfax County raised prices by 15 cents in September; 19 percent of the paying students stopped buying.

As higher prices drive paying students out of the program, school food services will lose their traditional economies of scale—escalating their costs still further and making bankruptcy a real possibility.

The Administration's emphasis on ending "handouts" for middle-class students while targeting school lunch subsidies toward the "truly needy" ignores two basic facts. First, the National School Lunch Program has always been an across-the-board nutrition program, not a welfare program. And second, even the lowest-income students will be deprived of their free lunches unless they attend a school that can afford to continue operating a lunch program!

A recent National School Boards Association sampling of two school districts in each state found 28 percent were planning to eliminate their lunch programs entirely, 33 percent were limiting menus, and 25 percent anticipated closing some kitchens.

In September the U.S. Department of Agriculture (USDA) offered a "solution" for districts financially squeezed by the federal cuts: simply let schools serve cheaper meals! Congress had told USDA to review existing

Continued on next page

Reagan backs off on Social Security threats

WASHINGTON, D.C.—The Administration has apparently retreated from the massive Social Security benefit cuts it proposed to Congress last May—proposals that met with a storm of opposition. President Reagan is now calling for creation of a bipartisan study commission to study Social Security's financial soundness and to come up with a report by early 1983.

For the current fiscal year, at least, the Administration seems willing to go along with congressional moves to solve the short-range funding problem in the Old Age and Survivors' Insurance fund by transferring surpluses from the disability insurance and Medicare trust funds on a loan basis. NEA has supported such measures since the shortfall first became evident several years ago.

NEA is working with leaders of the House Ways and Means Committee and the Senate Finance Committee to repeal the 1977 government pension offset and to head off any hasty action to resolve long-range funding problems by raising the normal retirement age or taxing old-age benefits, as some have proposed.

Meanwhile, a bill to restore the $122-a-month minimum Social Security benefit—eliminated by Congress over the summer in response to the Administration's budget proposals—has passed the House and at press time was awaiting Senate action. There has been no move to reverse this summer's decision to phase out student benefits over a four-year period.

Still to come are the President's proposals for next year's budget, now being developed behind closed doors at David Stockman's Office of Management and Budget. These proposals will set the stage for further Social Security action during the second session of the 97th Congress, beginning in January.

In October 1 testimony before the House Budget Committee, Budget Director Stockman suggested that basic Social Security retirement benefits should not remain immune from future budget cuts. Too many Social Security recipients are getting "windfalls" because of the way Congress has set benefit formulas, he said. ☐

Cutbacks impair learning, eliminate lunchroom jobs

Continued from page 3

regulations with an eye toward finding ways to save districts money "without impairing the nutritional value of the meals."

But in its proposed new regulations, USDA ignored the myriad possible ways to reduce equipment, manpower, storage, planning, and other management costs that equal the cost of food. USDA addressed itself only to paring food costs—the one budget item where trimming directly penalizes kids (*see box on this page*).

To qualify for subsidies under the National School Lunch Program, lunches must provide one-third of the Recommended Dietary Allowance (RDA) for protein and 11 vitamins and minerals—a goal not always met even in good times, according to a recent General Accounting Office study. The effect of USDA's proposed new regulations would have been to cut this requirement to one-fourth of the RDA.

The more ludicrous of the proposals—such as allowing ketchup and pickle relish to count as vegetables, and cake or cookies to count as bread—drew outrage from the press and general public. "We know that balancing the budget won't be easy," one newspaper editorialized, "but surely the nation—awash in government-supported surpluses of grain and dairy products—can afford a full glass of milk and a whole piece of bread for every child."

In comments filed with the Agriculture Department, NEA's Office of Government Relations urged that the regulations be withdrawn or substantially revised. "Teachers are in a unique position to know the effects of nutrition on children in their daily activities," the comments stated. "They know that undernourished children in the classroom are less alert, slower to learn, less productive, and more prone to behavioral problems."

The Administration relented after three weeks and ordered the proposed rules withdrawn. NEA hailed the decision but termed it at best a limited victory, pending the outcome of further USDA review.

The school lunch program is still in jeopardy, NEA President Willard McGuire warned, calling the drastic cuts in federal funding "a tragic retreat from our country's traditional concern for the welfare of its youth."

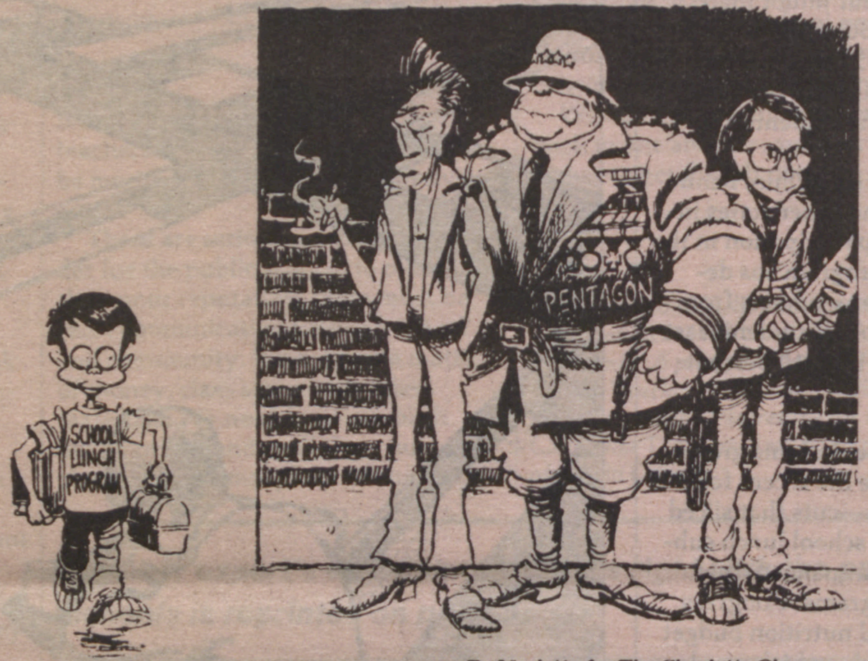
That retreat is ironic in light of the Reagan Administration's emphasis on building up America's national defense. Congress created the National School Lunch Program in 1946 as "a measure of national security." The program was a direct response to the high incidence of nutrition-related health problems that had kept young men out of military service in World War II.

Its secondary purpose was to stabilize farm prices through government purchase of agricultural surpluses (the school lunch subsidy remains a combination of cash reimbursements and surplus commodities).

The U.S. has grown to depend on this locally administered national program to nourish its young people. As of this spring, some 94,000 schools were participating, serving 27 million lunches a day, of which 55 percent were full price, 7 percent were reduced price, and 38 percent were free.

The school lunch program—one of the most successful nutrition programs in the world—has enjoyed bipartisan congressional support for years, partly because it benefits children across the board, in every congressional district. As many teachers have discovered, even children from more affluent homes are not always well nourished.

Federal funding levels remained fairly low until about 10 years ago, when free and reduced-price programs became mandatory, and the school breakfast program was created. The breakfast program, which served about 3.5 million children in 30,000 schools last spring, has now been hit with federal subsidy reductions similar to those that have devastated school lunch. Because it is a smaller program, affecting fewer students, the breakfast program is an even more likely target for shutdown at the local level.



By Marlette for The Charlotte Observer

"HEY, **WIMP!**....WHATCHA GOT IN THE LUNCH PAIL?"

Cafeteria workers will be among those hardest hit as students and entire schools drop out of the national lunch program. Many school kitchen employees are among the "working poor" who seem to be bearing the brunt of the federal cutbacks on so many other fronts as well.

Estimates are that for every 100 meals lost, one job is eliminated. The layoffs have already started.

The Littleton, Colorado, school district, for example, has begun serving simple lunches wrapped in paper two days a week and has cut 28 food service positions. Other districts in Colorado and elsewhere are experimenting with centralization—cooking at one site and then transporting lunches to surrounding schools. Many other districts report switching to convenience-food programs with disposable utensils.

Schools that opt out of the National School Lunch Program and start offering à la carte meals are not required to feed students who can't afford to pay full freight.

With fewer students participating in the school lunch program, teachers nationwide can already see the results. "We have a lot of kids who got their one balanced meal of the day in the school lunch," reports Delavan, Wisconsin, high school social studies teacher Bob Fitzsimmons. "Without it, a lot of them aren't getting the proper nutrition, and it makes it more difficult to teach them."

Reports from Maine and elsewhere indicate that many children who bring bag lunches are now eating them before school—in lieu of their discontinued breakfast program. They then face the rest of the day with no meal.

Students going through a school day on an empty stomach have a hard time caring about English literature, or fractions. Baltimore County, Maryland, elementary art teacher Shirley Aldinger points to yet another result of the federal subsidy cuts: "Cafeterias are starting to sell sugared drinks, potato chips, and other junk food again, to supplement their revenues. This garbage has a real negative effect on kids' behavior."

While billed as "saving tax dollars," the cutbacks may actually cost the government money in the long run. Hungry, malnourished students do less well in school, achieve lower levels of employability, are more likely to end up on welfare, and have higher health care costs later on.

In many ways, attractively priced school meal programs are *more* essential now than ever, due to—

- ► Inflation, which is making it harder and harder for many families to provide children with nutritious meals.
- ► The ever-increasing number of families with two working parents, whose schedules sometimes preclude cooking breakfast at home or packing well balanced bag lunches.
- ► The infrequency of students' going home for lunch, because of distance or the absence of a parent at home during the day.
- ► The lack of models other than the school lunch for teaching children healthy eating habits.
- ► The fact that most lunch foods commercially available—and heavily advertised—to children tend to be high in calories, fat, sugar, and salt but low in nutritional value.

Under strong pressure from the soft drink and food lobbies and from proponents of simplifying federal regulations, USDA has indicated it may relax its monitoring of the sale of competing "junk food" in school cafeterias and vending machines during lunch hours. Any limits on such sales would then be left up to state and local authorities.

The school lunch crisis could become still worse. In his late-September address to the nation, the President indicated he would like Congress to cut yet another half-billion dollars from the lunch program this year, wiping out the remaining subsidy for paying students.

While the administration busily takes food off the plates of schoolchildren in order to balance the federal budget, government subsidies for tobacco, sugar, and many other commodities remain firmly in place. . . . □

Paying more for less

The Department of Agriculture's proposed new regulations, withdrawn amid a swirl of controversy, would have permitted schools to cut meal portion sizes by about 25 percent and to make substitutions for certain basic foods. Under the new guidelines, these would have been acceptable lunches:

For kindergarten	For elementary	For high school
4 ounces of milk	1½ ounces of hamburger on half a hamburger roll	2 ounces of cheese
½ slice of bread	6 ounces of milk	¼ cup of grape juice
½ cup of fruit or vegetable	6 french fries	1 cup of whole milk
1 ounce of meat	9 grapes	¼ cup of canned peaches
		1 cupcake

Public schools deserve more credit than they get

by Fred M. Hechinger

The public schools continue to face fewer pupils and fewer dollars, and a carping public. Criticism . . . is rampant. "Is there any hope for the public schools?" has become a standard question. The answer, to judge from emerging trends, is a qualified yes. The schools are doing better, but they are getting less support today because of yesterday's poor performance.

Public perceptions usually lag behind reality. Although public school enrollment is about five million below its all-time high 10 years ago, a system with about 40 million pupils hardly looks like an enterprise nearing extinction. Much has been made of the "flight from the public schools" and the growth of nonpublic education, but these observations are misleading. Almost 90 percent of the school-age population continues to attend public schools.

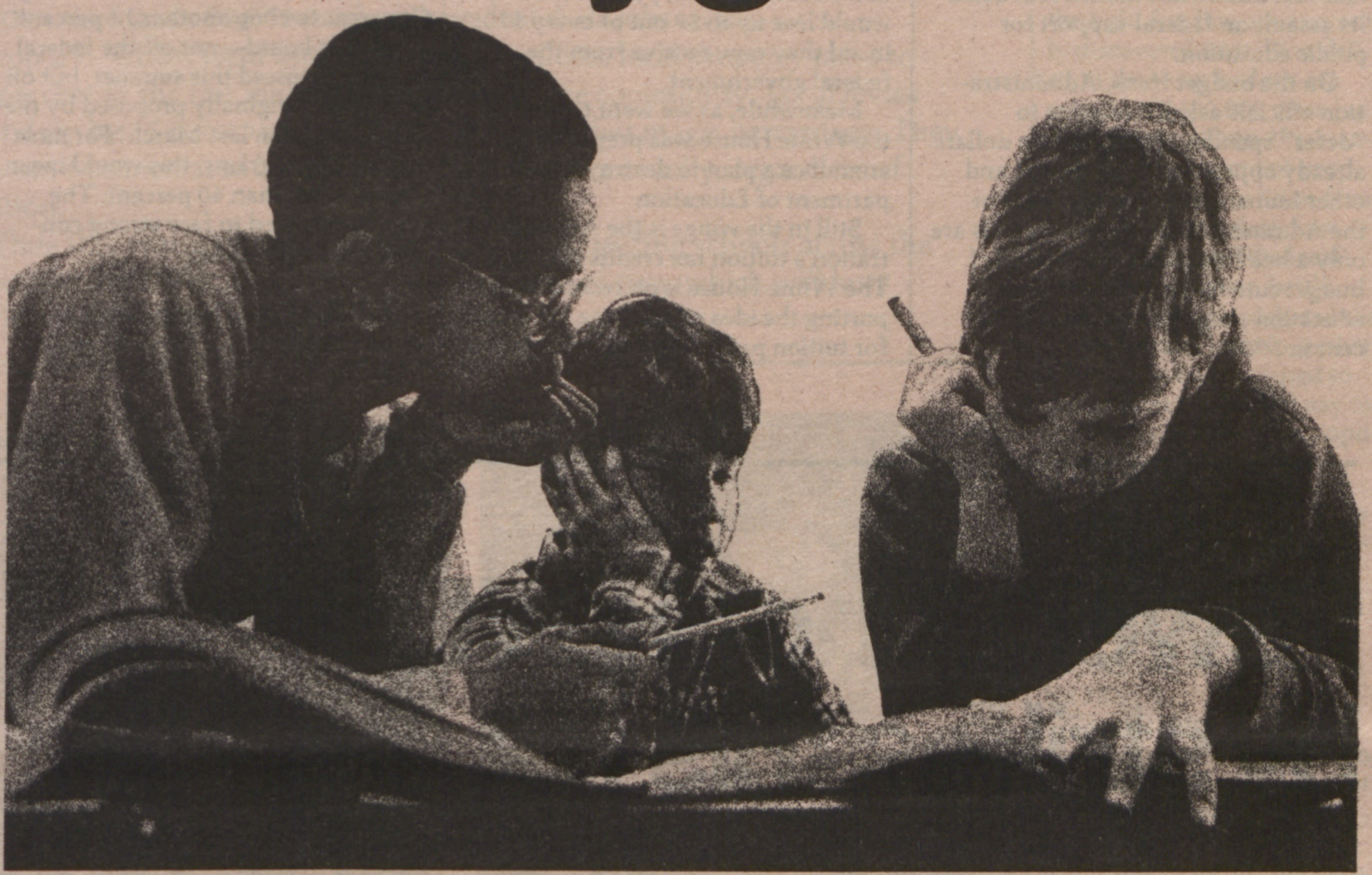
The Roman Catholic school system, the second-largest sector, has experienced an enrollment decline comparable to that of the public schools: it stands at 3.1 million, down from 4.3 million a decade ago, but its enrollment is stabilizing. Other religious schools show similar trends, of stable or slightly increased enrollments.

The independent schools . . . are stable. They do not seek to grow and have held steady at a total of about 320,000.

This leaves only the Christian or fundamentalist schools, usually referred to as "fast-growing" or "mushrooming" institutions riding the crest of the religiously fundamentalist and politically conservative wave. Yet these schools, which are reported to be opening at a rate of three a day, are small, averaging only 60 students. Their growth is estimated by the National Center for Education Statistics to have amounted to only a total of 120,000 pupils over the past two years, and they seem to be somewhat ephemeral, with experts forecasting that only about one-third of the newly established ones will survive.

Such figures mean that without a dramatic political change—for example, the possible impact of tuition tax credits for nonpublic school enrollments—the future of elementary and secondary education in America remains inextricably linked with the future of the public schools.

There is growing evidence that the public schools, though not, perhaps, better than ever, are better than many people think and considerably better than they were a decade ago. Critics who still ask regularly why Johnny can't read, write, or figure not only betray their years by apparently ignoring Johnny's sister but ignore as well the improvements in both climate and achievement that have taken place in the past two years.



Reading scores have been improving, even in the big cities where they had sunk lowest. . . . The National Association of Elementary School Principals reports that, contrary to public perception, children in the early grades are reading better than a decade ago, with substantial gains by disadvantaged youngsters. Black 9-year-olds, the report says, have gained nearly 10 percent in reading performance over the last 10 years.

Scott Thomson, executive secretary of the National Association of Secondary School Principals, says: "A renewed emphasis on writing has improved important communications skills among high school seniors. The class of 1981 is far more computer literate than were any of its predecessors. Also, more girls are graduating with three or four years of science and math than in earlier classes."

> ***'There is growing evidence that the public schools . . . are better than many people think and considerably better than they were a decade ago.'***

A report published two months ago by the General Accounting Office in Washington shows that the efforts put into Project Head Start for disadvantaged preschool children have begun to pay off in improved achievements and attitudes. . . .

Although the public still perceives the public schools as the staging area for mathematical illiteracy, an American team of eight public high school students won the 1981 International Mathematical Olympiad, a two-day competition involving 450,000 students from 26 countries. . . .

Skeptics are justified in saying that one victory does not make an educational millennium, and only uncritical boosters of the public schools would claim that a winning American mathematics team obscures the serious deficiencies that still plague many schools.

What is worth noting, however, is the trend of schools across the country to abandon automatic promotion from grade to grade. There is a new emphasis on finding ways to insure mastery of a specific skill before moving on to the next more advanced one. After an era of stress on students' rights, the need for an orderly school atmosphere is again generally acknowledged.

The schools . . . seem to deserve more credit than they often get. The continuing popular perception of the public schools as a failed institution may constitute a political threat. Withdrawal of public support, just when the schools may be turning the corner toward better quality, could wipe out recent gains and turn fears of the system's ultimate failure into a self-fulfilling prophecy. . . . ☐

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Fred M. Hechinger is a nationally respected education writer and long-time observer of America's schools. This column is reprinted with permission from the September 8, 1981, issue of the *New York Times*.

Congressional opposition growing

Reagan's agenda: cut $$$, ax Department, create tuition tax credit

WASHINGTON, D.C.—The Reagan Administration last month redoubled its assault on federal support for public education.

On the budget front, Administration officials asked Congress to "defer" spending over a billion dollars already approved for education and other human service programs. For the Administration, these deferrals are only a head start on a new round of budget cuts that could slash some education programs by over 35 percent in 1982.

By 1984, under the Administration's current plans, public schools would lose up to $9 out of every $10 in aid they now receive from the federal government.

Meanwhile, as we went to press, the White House was preparing to announce a plan to destroy the Department of Education.

Still in the wings is the Administration's tuition tax credits proposal. The White House is on record as supporting the idea of granting tax credits for tuition paid to private schools but has yet to spell out which specific tax credit scheme it supports.

All three elements of the Administration's education agenda—the gutting of federal aid, the dismantling of the cabinet department, and the push for tuition tax credits—face a stormy review in Congress.

The House and Senate have already refused to go along completely with the President on education spending cuts. Over the summer an intensive NEA lobbying effort persuaded Congress to hold those cuts to 10 percent, rather than the 30 percent the White House had originally proposed.

Now the Administration is asking Congress to chop another 12 percent across the board—not off the federal budget as passed this summer, but off the budget originally proposed by the Administration last March! For most education programs, this would mean cuts of more than 40 percent. The plan is expected to face strong congressional opposition.

So is the White House drive to ax the fledgling U.S. Department of Education. NEA, the National School Boards Association, the National Congress of Parents and Teachers, and a host of other organizations have reactivated the broad-based coalition that worked for creation of the Department. The coalition recently announced plans to "fight vigorously" any White House effort to eliminate "ED."

To save the agency, educators will have to overcome a vicious smear campaign now being waged by right-wing critics of the nation's public schools, who have sent out one mass mailing after another complete with wild and emotion-laden charges against the new Department and NEA.

The accusations have grown so dishonest and distorted that NEA Government Relations Director Linda Tarr-Whelan last month compiled several of the more outrageous examples and sent them to all members of Congress in a letter decrying this "scurrilous campaign of fear" as "inappropriate for a national debate on the future of education in America." ☐

Fewer schools hit by strikes this fall

WASHINGTON, D.C.—Teacher and school employee strikes were down this fall as most locals were able to win good salary hikes at the bargaining table.

"Initial offers from school boards turned out to be much more realistic than they were a year ago," reports NEA negotiations expert John Dunlop. "Our members have been taking a beating the last 10 years, and school boards generally seemed to realize they had to offer more."

Nationally, the number of school and college walkouts reported so far this fall stood at 73 as of October 9—about half as many strikes as had occurred in the same period last year.

NEA affiliates have been involved in 62 of this fall's strikes, American Federation of Teachers affiliates in 10, and an American Association of University Professors chapter in 1. Primary strike issues have been job security, salary, and class size.

A state-by-state breakdown shows Pennsylvania with 20 strikes, Illinois with 17, Michigan with 12, Minnesota with 11, New York with 4, New Jersey, Rhode Island, and Washington State each with 2, and Idaho, Iowa, and Ohio each with 1.

"All our settlements have been in the double-digit category," reports a New Jersey Education Association spokesperson. "School boards are facing up to the inflation question and are being careful not to block settlements."

Even in Washington State—where the legislature has imposed a cap on salary and fringe benefit increases—the number of strikes was down this year. Many locals successfully circumvented the lid by winning improvements in such areas as number of workdays and amount of extra-duty pay. ☐

DECATUR TEACHERS WANT to NEGOTIATE
Support Your Local Teachers
D.E.A. WANTS to NEGOTIATE
Teachers Need a Fair Contract

Decatur teachers walk the picket line during Michigan's longest fall strike—a two-week walkout primarily over the issue of agency shop.

Union-busting bills afoot

NEA opposes move to amend Hobbs Act

WASHINGTON, D.C.—Anti-union organizations are trying to turn the clock back to the days when the federal government policed strikes and busted unions for the benefit of employers.

The National Right To Work Committee and its allies would accomplish this primarily by inflicting on union members the penalties of a little-known law—the Hobbs Act—for any incident of picket line violence, no matter how trivial.

Enacted in 1936 and amended in 1950, the Hobbs Act defines those instances in which robbery and extortion are considered federal crimes. In 1973, the U.S. Supreme Court (in *U.S. v. Enmons)* ruled that the Act was not intended to apply to minor acts of violence or threats of violence that occur during legitimate strikes for improved wages, fringe benefits, and working conditions.

The *Enmons* decision does, however, make it clear that the federal government has authority to prosecute serious acts of violence, such as arson, when committed by striking workers. All other acts of violence remain punishable under a variety of state and local laws.

Now Sen. Strom Thurmond (R-SC) and Rep. Kenneth Robinson (R-Va.) have introduced federal legislation to overturn the *Enmons* decision and apply the Hobbs Act and its battery of federal criminal penalties to all cases of picket line violence. Their bills—S 613 and HR 450—would make any threat or act of violence by workers on any picket line subject to federal prosecution as extortion.

As directed by the 1981 Representative Assembly, NEA will lobby with the AFL-CIO against the Thurmond-Robinson bills when they surface on the congressional agenda. NEA opposed similar legislation in 1978, testifying that it could be construed to effect "broad-scale labor reform by outlawing collective bargaining, strikes, and informational picketing."

Under the proposed amendments, the Hobbs Act could be interpreted to mean that the threat of a strike as a means of obtaining agreement to a collective bargaining contract would improperly subject an employer to economic loss or injury to his business or profession. Such interpretations would cripple the efforts of teachers and other school employees to secure better pay and working conditions through collective bargaining. ☐

A taxing proposition

Prop 2½ slashes a town's teaching staff

Proposition 2½, approved last November by 59 percent of Massachusetts voters, is beginning to ruin the Bay State's traditionally above-average school system.

In many communities, classrooms are being crammed with up to 40 students, while classes offering more than the basics are being abolished. At least 6,000 of the state's 85,000 teachers have lost their jobs so far.

Prop 2½, which went into effect July 1, reduces local property taxes to 2½ percent of the fair market value of the entire community. Local levies must drop by 15 percent a year until they reach that magic percentage. They then can't be increased by more than 2½ percent annually, regardless of inflation.

While this year's 15 percent reductions are squeezing schools across the state, teachers are bracing for the second round of cuts, which will hurt quality education even more.

MALDEN, MASS.—"Teaching is something I worked so hard for," says Karen Steed, who attended night school for four years and is still paying off her teacher education loans. "I really wanted to be a teacher."

Steed got her pink slip in April. During the two-and-a-half years she taught, she received notice every spring that she would not be rehired—"but this year it meant what it said."

Steed was among 255 school employees—teachers, secretaries, and janitors—whose positions were eliminated here last spring due to the state's tax-slashing Proposition 2½. While some have been recalled, 185 employees—170 of them teachers—have either found other jobs or, like Steed, remain unemployed. The cuts reduced the teaching staff by one-third, the highest percentage in the state. Similar cuts are expected next year.

"People carried on for the remainder of the spring term, knowing most of us wouldn't be back," recalls Steed. Because she is a newcomer, Steed has no tenure rights, and thus no recall rights.

Steed believed until the day school opened this fall that she might still have a job. "There was always that hope, that feeling that the money would come from somewhere," she says.

On the first day of school, Steed volunteered to help her colleagues hand out books, "but I had to go home after a while. The bells were ringing, but I wasn't teaching . . . it was depressing.

"I'd love to stay in teaching, but I'll have to look for other employment soon," she says. "My family needs my financial help." Because she has two children in the Malden schools, Steed regards Prop 2½ as a double blow: "Not only did I lose my job, but it's frightening to see my children in these large classes."

Every Sunday she reads the want ads. She considered substitute teaching but says, "You only make $25 a day, and by the time you take taxes out, you can collect more on unemployment. I'll probably look for an office job, maybe at the phone company. It's as if I were just coming out of high school looking for a job."

In the wake of the massive reduction in force (RIF), Leonard Iovino, who has taught geography and U.S. history at Lincoln Junior High for 13 years, is among the most recently hired teachers left there. He and his wife Joanne, who teaches English, are both now near the bottom of the seniority list and expect to lose their jobs in next year's round of budget cuts.

Association president Kathy FitzGerald, above left, faces the difficult task of leading Malden teachers at a time when a third of their former colleagues have been RIF'd and more layoffs are expected. Laid off was Karen Steed, right, who returns to her now-empty classroom for a last look before leaving education to find other work.

Iovino says that although he and Joanne have family roots in the area, "if we stay in education, it won't be in this state."

Until the week before school started, Kathy FitzGerald, president of the Malden Education Association (MEA), the NEA/Massachusetts Teachers Association affiliate here, didn't know if she would be teaching this year. "My parents' friends, who supported Prop 2½, couldn't believe it. This summer they kept asking, 'She's still laid off?' "

Last year she taught at Daniels Elementary, one of two schools closed due to Prop 2½. An eight-year teaching veteran, FitzGerald now works at Lincoln Junior High. Grateful for the job, FitzGerald is nervous about her future. "I expect to be RIF'd next spring," she says. "I don't know what I want to do, or what fields are open. I love teaching."

The downgrading of education in Malden, a blue-collar suburb of Boston, takes many forms:

► Classes now average 30 to 40 students, up from 20 to 30.

► The junior high has dropped its classes in foreign languages, industrial arts, home economics, and art. Music instruction has been reduced from twice to once a week.

► The high school no longer offers advanced classes in physics, calculus, or chemistry.

► With the loss of a physical education instructor, p.e. classes have risen from 15 to 30 students.

► Special education classes may now reach a total of 12 students, rather than the previous 8, before an aide must be hired.

► Guidance counselors have been reduced from three to one for 600 6th, 7th, and 8th graders, and from nine to five for 2,800 high school students (including 600 ninth graders who were moved to the high school this fall).

Large class size is a major problem for teachers. "I have so many children in my class—40 of them—that it's difficult to give them the individual instruction they deserve," FitzGerald notes sadly.

Points out math teacher Fred Feldman, "In junior high, a lot of effectiveness comes from correcting students' mistakes right away. I used to go from desk to desk. Now, with 30 students in my class, I teach from behind my desk. I can't help that 10 percent at the bottom of my math classes. Don't they deserve an equal break?"

Malden's schools have been hit harder by Prop 2½ than they should have been. Under a state "bail-out" formula, the town got back $2.5 million this year, almost half the funds it lost due to Prop 2½'s lower property tax rates.

Because of the local political situation, however, the schools received only a small portion of that $2.5 million, and had to cut their $17 million budget by nearly $4 million this year. Complicating the tight funding are a recently discovered $2 million deficit in the town budget, an estimated $400,000 price tag on the town's Prop 2½-mandated reassessment of property values, competition from other public services over scarce funds, and the local mayor's re-election battle.

Teachers, who picketed the mayor's office last November when he initially refused to honor their negotiated pay increase, are not the most popular group at city hall.

"This community is in a state of change, and it's hard to get support for education," says Nancy Finkelstein, a Malden native who attended Lincoln Junior High herself and has taught English there for 18 years.

Transient families and fewer residents with children contribute to lessened support for public education, says Finkelstein. She dreads the next three years, during each of which the school budget will be cut by at least Prop 2½'s required 15 percent. "I don't see how we can go through another year of cuts," she says.

Finkelstein and other teachers believe that the only long-range solution to the school money crisis is genuine tax reform that would reduce local reliance upon the property tax.

In the short run, the Massachusetts Teachers Association is backing a proposal to let local communities override the Prop 2½ tax cap by majority vote. State legislators, however, content to let local officials make unpopular budget cuts, have been slow to act.

"Morale is low, but education is still taking place," says FitzGerald. She became MEA president when her predecessor quit to go work in private industry, leaving her with "an unbelievable job." She plans to meet with Malden's remaining 400 teachers "to talk about our problems and to see where they want the union to go." Between 150 and 200 of those teachers may not be teaching here next fall, FitzGerald believes. ☐

NEA AFFILIAT

NEW JERSEY: Workshops train entire school staffs to solve discipline and learning problems

CAMDEN—If students aren't learning and discipline is a problem at a given urban school, then sooner or later everyone who works there is going to suffer.

This includes the janitor who has to clean up after vandalism attacks . . . the bus driver whose attention is distracted by unruly riders . . . the school secretary who feels uneasy walking through the halls . . . the teacher who begins to wonder if he can face another class of unmotivated students.

Now the New Jersey Education Association has developed a special new weekend workshop for urban school employees that encourages them to work together to solve their particular school's problems and improve its atmosphere. Called School Effectiveness Training (SET), the program works to return authority where it belongs—to the local school building staff.

It also rejects the view that poor and minority students can't learn. Children can learn in all schools, including big city schools, if the following steps are taken, says NJEA:

► The building leadership, especially the principal, must take responsibility for improving instruction.

► Teachers and other staff members must have high expectations for every student.

► The school must offer a relaxed but orderly learning environment.

► There must be a strong emphasis on basic skills by the entire school staff.

► Student progress must be monitored regularly, with the results used to plan instruction.

During the past two years, three pilot schools—here and in Paterson and Jersey City—participated in SET weekend institutes, or "retreats."

A middle-school cafeteria worker here who took the training, Doris Walden, was concerned when a student received an F in music, and she began to show a personal interest in the student's academic career. "I'm more open with students than I was before," reports Walden, who has been a school employee for five years. "Before, I looked at them and had little concern."

"At first, I felt a little shaky. I didn't know how I'd be accepted because I was a cafeteria worker," Walden explains. "But then we became one family with the rest of the staff. The problem was we just hadn't talked to each other."

The 70 SET participants included secretaries, aides, guidance counselors, custodians, cafeteria workers, teachers, school board members, and administrators.

Suggestions contributed by Walden and the others helped reduce break-ins at Pyne Point Middle School from three a week to virtually none. Among the suggestions:

► Require students to have school ID cards.

► Assign staff to watch all school doors.

► Set up a school discipline code.

► Develop new scheduling techniques to group students according to their ability in different subjects.

SET was designed and developed by NJEA. The staff of Research for Better Schools, a Philadelphia-based regional educational laboratory, helps run the retreats and conducts evaluations.

At each SET workshop, participants set up a council to make sure that ideas developed during the weekend are put into effect. SET is not a panacea, but it does seem to bolster staff morale, reduce absenteeism, and improve community relations, says NJEA. Already a dozen more schools have requested the training. ☐

Camden Education Association President Henry Stevens addresses School Effectiveness Training workshop. NJEA developed the weekend training program to help an urban school's entire staff work together to improve discipline and learning.

New elementary teacher Laura Erdman (left) and master teacher scissors to create a "tree" for one of Erdman's first bulletin boa

UTAH: 'Peer counselin first-year teachers' nig

SALT LAKE CITY—The Utah Education Association/NEA affiliate here has put together an innovative program that links seasoned teachers with those fresh out of college.

The Salt Lake Teachers Association (SLTA) selected 20 "super teachers" to counsel their first-year colleagues and to hold monthly inservice sessions with them on such topics as class discipline and interaction with parents.

"First-year teachers face an unbelievable array of hassles," says SLTA President Doug Tate. "They don't realize that all other teachers have bad days when their lesson plans aren't wonderful, days when a couple of activities end 20 minutes sooner than expected, and several kids are unrulier than usual.

"New teachers don't understand that it's okay not to feel guilty about not doing school work all evening. They find

CALIFORNIA: NEA affi new spirit to San Fran

SAN FRANCISCO—Teachers here recently won their biggest salary increase in more than four years as their new bargaining agent—a California Teachers Association/NEA affiliate—negotiated an 8 percent pay hike with a further 7.5 percent next fall. Neither figure includes increments or fringe benefits.

San Francisco's 4,200 teachers were represented by an American Federation of Teachers local until last May. During AFT's four years as bargaining agent, teacher raises here averaged just 4.2 percent a year.

Despite its own record as an underachiever, AFT launched an all-out effort to defeat the new NEA contract. Teachers rejected the AFT's campaign as "sour grapes," ratifying the agreement by a better than two-to-one margin.

In what San Francisco Classroom Teachers Association President Judy Dellamonica describes as "the finest contract San Francisco teachers have ever enjoyed," the NEA local improved the previous agreement "significantly" in 22 areas.

The AFT contract, for example, had called for sensible class size maximums but provided no mechanism for enforcing those limits. The new NEA agreement penalizes the school board by requiring monetary payments to teachers whenever they're assigned more students than the con-

NEA AFFILIA ES IN ACTION

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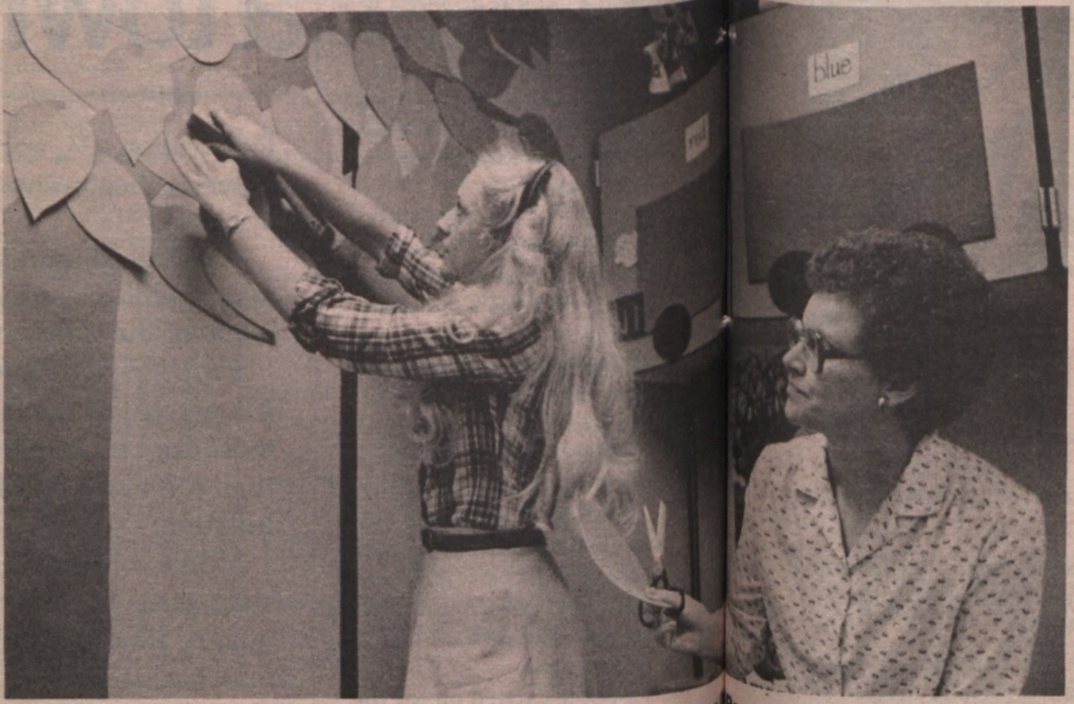

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"New teachers don't understand that it's okay not to feel guilty about not doing school work all evening. They find it hard to talk to parents. It's traumatic for some teachers to find that some of their students don't love them. Most new teachers don't know if they're doing a good job. I know I didn't" Tate adds.

The Salt Lake school district bought into the SLTA effort, providing funds, administrative support, and released time for the "peer counselors," as the 20 veteran teachers are called. ☐

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On the opening day of school the *San Francisco Chronicle* editorialized that "[t]he community owes a debt of gratitude to the Classroom Teachers Association." Said the newspaper: "Here was a new union, one that had won its right to represent the teachers just last May; yet it quietly achieved a contract equal (sic) to the one of two years ago that came only after a bitter, six-week strike. . . . This spirit of reasonableness accompanies a new sense that the long-criticized public school system in the city is commencing to 'turn around.' " ☐

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► IEA is urging its members to wear armbands and display bumper stickers during the 1982 legislative session, which begins in January. The bands and stickers will be black with "50th" in white to call attention to Idaho's low per-pupil expenditures, which at $1,780 rank near the very bottom of the states.

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Classroom pets in the local school had multiplied faster than expected. The little rodents had eaten nearly the whole of their year's provisions. The closest store was in Anchorage, 800 miles away—the distance from Chicago to New York.

"The teachers did the natural thing," Anderson laughs. "They called NEA and asked for a suitcase of gerbil grub."

NEA-Alaska gives new meaning to the slogan 'Service to Teachers,' " says Bill Potter, a Juneau teacher and member of the NEA Board of Directors. "In most of the state, living conditions are so harsh, and the villages so small and isolated, that people really do take ca another."

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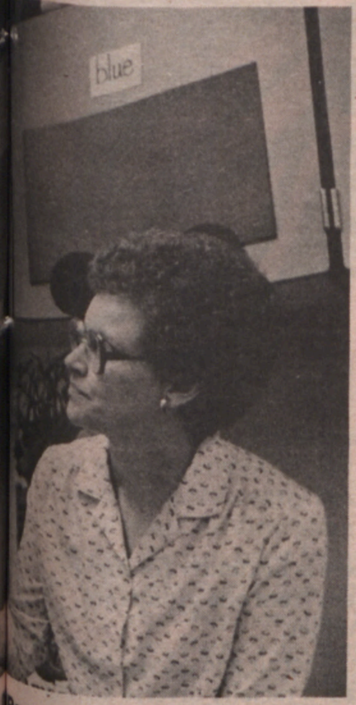

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IDAHO: IEA/NEA battles bare-bones school funding

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► IEA is meeting with the state department of education, PTA, school boards association, and administrators association in a coalition to prepare a joint school funding proposal for the legislature.

► IEA will push for establishment of a stronger severance tax on all nonrenewable resources. The last legislature passed a 2 percent severance tax, but only on oil and gas, which are not yet being produced in the state.

► The 1981 legislature appropriated only $195 million for public schools, barely a 3 percent increase over the prior year. IEA gathered more than 12,000 signatures in less than a week on petitions urging the governor to veto the appropriation bill and the legislature to reconsider its revenue projections. Governor John Evans vetoed the bill, agreeing that the appropriation was too low, but both houses of the legislature overrode his veto—the first such override since the 1940's.

► IEA has called on NEA to fund an in-depth investigation of the state's tax and school finance structure, with the report to be released prior to the 1982 legislative session.

Exacerbating the state funding shortfalls is a three-year-old initiative limiting local property taxes to 1 percent of market value—a carbon copy of California's Proposition 13. More than a third of the state's 115 school districts have passed override levies each year since 1978 just to maintain operations. ☐

PENNSYLVANIA: PSEA fights school boards' bill to suspend state school code

HARRISBURG—A bill drafted by the Pennsylvania School Boards Association (PSBA) and now before the House education committee of the General Assembly would place a two-year "moratorium" on all public school program mandates.

The measure would amend Section 1 of the Pennsylvania school code to read: ". . . During the school year 1981-82 and 1982-83, [school boards] may provide for school programs, policies, and related activities without regard to the requirements of any other provisions of this act or any rule or regulation of the State Board of Education or the Department of Education."

"As absurd as this bill is, we cannot assume it will be defeated," says Pennsylvania State Education Association (PSEA/NEA) President Jacque Angle. The bill has 31 cosponsors. PSEA is urging its members to contact their representatives in the House and demand that the bill never be moved out of committee.

"What this bill actually says is that the rich districts will go on providing extensive education programs and the poor districts will peel back programs in order to save money," Angle points out.

"As far as we're concerned, this is one more attempt by the anti-public school extremists to destroy public education for Pennsylvania's kids. If enacted, it would produce sheer chaos for all education in this state." ☐

ALASKA: Association serves unique 'frontier' needs

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" 'Veggie service' is automatic," NEA-Alaska Executive Director Bob Manners points out. "Nobody flies to a village in the bush without taking a trunk of fresh vegetables along."

The special needs of teachers in the 49th state are reflected not only in NEA-Alaska's unique services, but also in collective bargaining agreements. Several NEA contracts grant teachers and their families district-paid flights to Anchorage for "rest and recreation." To facilitate communications, contracts in remote areas give local associations time on school board radio stations and, on a space-available basis, seats on board-owned airplanes.

In addition to high salaries, some of them topping out well above $40,000, many contracts also provide housing subsidies. In the North Slope—a district of eight villages spread over an area twice the size of South Carolina—the NEA contract gives teachers not living in district-owned apartments $200-a-month allowances.

The scarcity of housing is a severe problem. It helps account for the high teacher turnover—up to 50 percent a year in some districts. Last year, for example, a teacher in Akiak—400 miles west of Anchorage—was compelled to rent the local jail for lack of any other accommodations.

Where it is available, housing is often primitive. Typical furnishings are a bed, a simple table and chairs, a wood-burning stove, and packing crates for personal effects. Worse yet, the fury of the elements ravages all but the stoutest of buildings. Former NEA-Alaska President Carolyn Doggett tells of a teacher who mounted a wind gauge in his living room to measure the gusts that roared through his cabin.

To improve the situation, NEA-Alaska is pressing the state legislature to finance teacher housing projects. Local associations have ameliorated conditions by negotiating contractual guarantees that washing machines, dryers, ovens, and other major appliances must be installed in school buildings for the communal use of teachers.

"For all its difficulties," NEA-Alaska President Don Oberg says, "teaching on America's 'last frontier' offers rewards available nowhere else. Just surviving the long, cold, dark winters is challenging. Learning the native culture is fascinating. And there's a closeness between teachers and pupils that makes it all doubly worthwhile." ☐

NEWS OF SPECIAL CONCERN TO MINORITIES AND WOMEN

NEA HUMAN RIGHTS REPORT

Experts offer strategies for successful desegregation

NEW YORK CITY—Amid growing attempts to curb busing for school desegregation, a comprehensive new national study has affirmed that desegregation, properly implemented, can improve both learning and race relations.

Sponsored by the U.S. Department of Education's Office for Civil Rights and National Institute of Education, the nine-volume report, several years in the making, synthesizes the findings of over 1,000 earlier studies and the experiences of leaders in districts that have undergone desegregation.

It concludes that minority students' academic achievement usually improves following desegregation and whites' achievement does not suffer, even though a disproportionately large number of highly able white students tend to leave newly desegregated systems.

Among strategies the massive new report recommends:

► Desegregate at the earliest possible grade.

► Try to place a "critical mass" of each racial group in each school and classroom; children feel more secure when they are not part of a tiny minority.

► Encourage students to mingle with other races both in classrooms and in extracurricular activities. Tracking into ability groups can perpetuate segregation unless there is flexibility for movement from one group into another.

► Recruit and adequately train a racially diverse school staff. Rather than trying to change attitudes, trainers should emphasize practical responses to problems.

► Involve parents—particularly if students are being bused far from home. Invite parents to visit their children's new school before busing starts; schedule parent-teacher conferences near students' homes.

► To minimize "white flight," don't phase in a desegregation plan, but rather implement it all at once.

► Set and enforce clear student discipline standards.

► Enlist the support of neighborhood leaders. □

Bilingual ed under attack; NEA reaffirms support

WASHINGTON, D.C.—Responding to controversial new U.S. Department of Education research that claims bilingual education programs don't work and really aren't needed, NEA's Instruction and Professional Development Director Sharon Robinson emphasized, "Teachers consistently express support of good bilingual education programs as an effective way of meeting the needs of non-English-speaking students."

New government studies claim that some children in bilingual programs speak English better than their native language, that poverty may affect school performance as much as English deficiency, and that minority-language children needing help number only 1 million nationwide, not 3.6 million as usually cited.

The studies, begun during the Carter Administration, have not yet been publicly released, though copies have been obtained by a Washington newspaper and by the state of Texas for use in appealing a court order requiring bilingual programs.

NEA has long endorsed transitional bilingual education as an appropriate method of helping students speak and write English as quickly as possible while letting them keep up academically in their native language. □

For black Southern districts, decline in federal role could turn back the clock

ATLANTA—As the federal role in education is reduced, the quality of education in predominantly black Southern counties may decline, suggests a recent report by the Southern Regional Council.

Entitled "A Decade of Frustration," the study examined schools in 34 rural, black-majority counties in Georgia and southern Alabama. Only funds spent and standards imposed by the state and federal governments forced white-run school boards to improve education in those counties, the report concluded.

"State and federal standards for all educational systems and black control of school boards in majority-black school districts have been responsible for almost every major improvement in education in the black belt for the last 10 years," says Council Executive Director Steve Suitts. These improvements include lower teacher-student ratios and better teacher training.

Though blacks form a majority of the population in the 34 counties, in only six school districts do they control the school boards—all in systems where the boards are elected rather than appointed, the Council notes. □

Probationary teachers score a major victory in Arkansas supreme court

LITTLE ROCK—Overturning some 100 years of precedent, the Arkansas supreme court recently held that a school board, in dismissing a nontenured teacher, must follow its own written personnel policy, even if that policy requires procedures that go beyond the state's fair dismissal law.

The victory came in a suit brought by music teacher Lauren Maxwell, who was nonrenewed in 1980 by the Southside School District in Bee Branch. Under the employment policy of her district, she was entitled to be told reasons for the nonrenewal and to receive a hearing.

Maxwell was granted a hearing, but she was not given detailed information about the charges against her. Also, since no evidence presented at the hearing justified the nonrenewal decision, the supreme court found that the board had reversed its own procedures—by making its decision first and then hearing the evidence.

"Although a school district has great latitude in fixing the exact scope of its personnel policies . . . a district is not free simply to disregard its rules currently in force," the supreme court ruling stated.

The high court sent the case back to the Van Buren County circuit court to determine the amount of back pay Maxwell will be awarded for her lost salary. She is not seeking reinstatement.

Her legal battle was financed by the Arkansas Education Association (AEA) and the NEA DuShane Fund through the Unified Legal Services Program. ☐

A teacher plaintiff's odyssey

From 'devastation' to a standing ovation

CONWAY, ARK.—"I was in class one morning when the superintendent came in and said, 'Come to my office when you get your next break,' " Lauren Maxwell recalls. "I did, and he told me, 'The school board decided last night to ask you to resign.' "

"I was not prepared in any way," Maxwell says. "There had been *no* indication of any problems that would lead to nonrenewal. I was devastated."

The Southside School District where she taught for two years until her dismissal 18 months ago is in the small rural community of Bee Branch. All 12 grades are together in one consolidated school, with a superintendent and two principals. Maxwell was the music teacher.

The reasons the board cited for her dismissal—being insubordinate to her elementary principal, taking leave without request, and imposing overly strict discipline—were not substantiated at the hearing.

When pressed, Maxwell conjectures that the real reason the school board went after her job may have been the fact that one board member's son—as well as the elementary principal's grandsons—had been in her classes but received no special treatment. "This is the kind of thing that happens sometimes in a small town like Bee Branch," she says.

"I don't know how much I would have done to fight my nonrenewal if the AEA and NEA hadn't been there," Maxwell adds. "I wouldn't have known what to do, or had the initiative to do it. I don't see how anybody could afford not to be an Association member. How could you risk having something like that happen without having someone there to help?"

"AEA and NEA are there when you need them," Lauren Maxwell found. Financial and moral support from the Association helped Maxwell successfully contest her nonrenewal. Arkansas supreme court's ruling on her case has now set a precedent for teachers statewide.

With AEA's and NEA's backing, Maxwell went to court. She lost at the trial court level, but appealed to the state supreme court, which has now ruled in her favor. The high court's decision sets a significant new precedent for teachers across the state.

During the lengthy legal process, Maxwell often began to lose confidence in what she was doing. "I don't know how many times I called my UniServ director during the last year when I started feeling maybe I really *was* a terrible teacher," she says. "Having someone there—other than my family—to say 'This is *unreal* what they're doing' would strengthen my resolve to fight back, and make me feel OK again."

The past year and a half of struggle has been "very instructive," Maxwell feels. "I've learned so much about law, human relations . . . and myself."

As a musician, Maxwell thrives on applause. She hadn't heard any in the months since her dismissal—until this summer, when she was invited to attend the AEA Leaders Work Conference in Fayetteville. The court had just handed down its decision, and "I was asked to stand up while everyone showed their appreciation for what I had done for all teachers in the state."

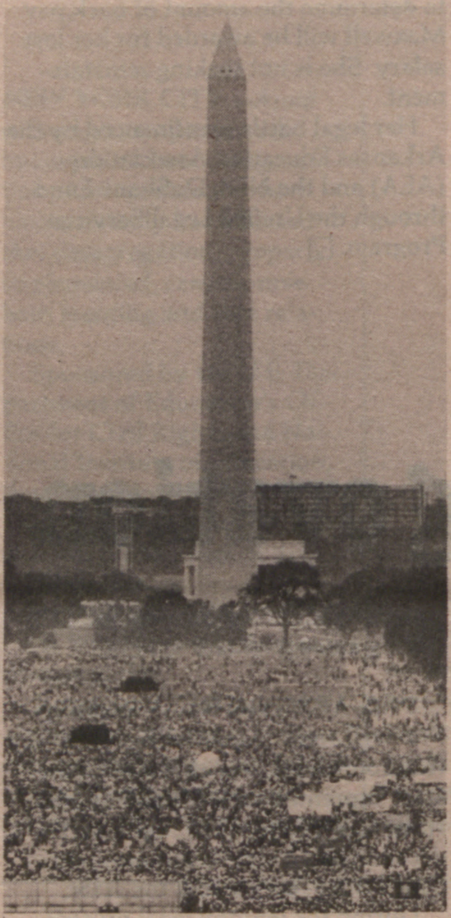
The whole auditorium broke into applause that "went on and on," Maxwell recalls. "I cried, of course. I realized I hadn't just been doing this for myself. Standing there and hearing all those teachers clapping just totally overwhelmed me." ☐

SOLIDARITY DAY

NEA members were there in force

WASHINGTON, D.C.—Some 5,000 NEA members were among the nearly 500,000 Americans from all walks of life who poured into the nation's capital on Saturday, September 19, for a massive march protesting President Reagan's economic policies.

At least 26 state affiliates, as well as Student NEA and the Overseas Education Association, were represented in the NEA contingent. Signs and banners carried the message. ☐



NEA
WEA nea
CEA nea
MTA nea
ERA YES
NJEA TEACHERS SAY NO TO REAGANOMICS
NJEA SAYS NO TO REAGANOMICS
Solidarity

Regional conferences to address IPD issues

WASHINGTON, D.C.—NEA members are invited to participate in the 1982 regional Instruction and Professional Development conference in their area. Dates, locations, and topics for the six weekend conferences are as follows:

Southeast region—January 22-24, Nashville, Tenn. (Hyatt Regency)
Participants can choose one of three tracks: *Cadre Training*—preparing teams of teachers to deliver workshops on specific IPD topics; *Instructional Issues*—addressing such topics as sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan; *The Urban Initiative*—focusing on problems unique to teachers in urban schools. A special feature of this conference will be an "early bird" all-day workshop on using out-of-school TV experiences to aid basic skills instruction.

Western region—February 5-7, Forth Worth, Texas (Hilton Inn)
Sessions will focus on academic freedom, teacher education, sex equity in curriculum, materials on racial bigotry and the Ku Klux Klan, the new right and its effect on teaching, and other topics. The conference will also offer technical assistance and planning sessions to improve state and local organizing efforts.

Mid-Atlantic region—February 26-28, Washington, D.C. (NEA Headquarters)
This conference will feature a smorgasbord of workshops aimed at enhancing classroom skills, association work, and professional development. An "early bird" all-day workshop will focus on using out-of-school TV experiences to aid basic skills instruction. Other workshops will deal with sex equity in curriculum, computers in the classroom, assertive discipline, writing test questions on teacher-made tests, materials on racial bigotry and the Ku Klux Klan, IPD committee skills, NEA Profiles of Excellence, block grant funds, teacher competency testing, censorship, and teacher evaluation.

Northeast region—March 12-14, Boston, Mass. (Sheraton-Boston)
The conference will focus on ways to rally support for the public schools in financially troubled times. It will include workshop sessions on such topics as building coalitions and enlisting parental support. Additional sessions will cover teacher competency, testing, organizing around instructional issues, sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan.

Pacific region—March 19-21, Portland, Oregon (Benson)
Participants can choose one of three tracks: *Community Action, Teachers and Public Policy,* or *Negotiating Instructional Issues.* Workshops will also be offered on topics such as discipline, academic freedom, teacher education, time management, sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan.

Midwest region—March 26-28, Des Moines, Iowa (Airport Hilton)
This conference will address the new right, issues for teachers in the 1980's, communications, sex equity in curriculum, materials on racial bigotry and the Ku Klux Klan, and effective local IPD programs. NEA's new Profiles of Excellence on bilingual education, education of the handicapped, racial equality, student evaluation, and teacher education will be stressed. A conference track on *The Urban Initiative* will address problems and issues unique to teachers in urban areas.

Registration fee is $40. For registration forms and further information, write to Felicia Haynes, NEA/IPD, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

Mr. Merlin—*CBS-TV, Wednesdays, 8-8:30 p.m. EST.* New comedy series starring Barnard Hughes as a 1,600-year-old sorcerer. At the producer's request, and with the cooperation of NEA and CBS affiliates, more than 100 teachers in some 30 cities previewed and evaluated the show prior to its October 7 premiere.

Live from the Met—*PBS, Saturday, November 14, 8-11:30 p.m. EST.* Soprano Renata Scotto stars in Puccini's "Il Trittico," a bill of three short operas.

Skokie—*CBS-TV, Tuesday, November 17, 8-10:30 p.m. EST.* Dramatic special based on a real 1977 incident. Citizens of Skokie, Illinois—many of whom are survivors of Nazi concentration camps—oppose a neo-Nazi demonstration in their Chicago suburb. Danny Kaye stars.

Orphans, Waifs and Wards—*CBS-TV, Thursday, November 26, 1:30-2:30 p.m. EST.* 'CBS Library' special starring John Shuck as Fagin (from Charles Dickens' *Oliver Twist*) and featuring three books that deal with children without parents.

Mystery at Fire Island—*CBS-TV, Friday, November 27, 11 a.m.-12 noon EST.* Another in the 'CBS Children's Mystery Theatre' series designed to develop children's reasoning skills.

Full Circle—*PBS, Friday, November 27, 1-1:30 p.m. EST.* Humorous magazine-format program reexamines the energy crisis and teaches youngsters practical ways to save energy around the house. A combined effort of Harvard University's Children's Television Practicum, the University of Michigan's Department of Communication, and the Children's Television Workshop.

Kidnapped—*Transmitted by satellite to almost 200 cable markets by Atlanta "Super Station" WTBS, Tuesday through Thursday, December 1 through 3, 8 p.m. EST.* A 6½-hour mini-series brings Robert Louis Stevenson's classic novel to life. David McCallum stars as fugitive hero Alan Breck Stewart. Teachers' guides have been mailed to all UniServ offices.

Barnard Hughes (left) stars as Merlin, the sorcerer of old, and Clark Brandon costars as his apprentice in CBS-TV comedy series, "Mr. Merlin."

NEA budget process under way for 1982-83

WASHINGTON, D.C.—The NEA Committee on Program and Budget has begun the budget-making process for the 1982-83 fiscal year, which begins September 1, 1982. Committee members are Eloise L. Anderson, NEA director for Wyoming; James M. Davenport, NEA director for Michigan; Bernie Freitag, NEA vice-president; Mary Hatwood Futrell, NEA secretary-treasurer; Beverly (Tiah) Lawrence, NEA director for Oregon; Leroy Wilson, NEA director for Florida; and John I. Wilson, NEA director for North Carolina.

The Committee's goal is to develop a balanced budget to present to the NEA Board of Directors at its May meeting for approval and distribution to state and local leaders. Final authority to adopt the annual budget rests with the NEA Representative Assembly in July.

The Committee, chaired by NEA Vice-President Bernie Freitag, held its orientation meeting in September and will meet January 15-17, February 15-17, and March 12-14, 1982, at NEA Center here. Committee meetings are open to NEA members.

In conjunction with NEA Regional Leadership Conferences, the Committee will hold six regional budget input hearings this winter to solicit ideas: **Southeastern States,** NEA Center, Washington, D.C., on January 9 or 10; **Mid-Atlantic States,** Columbus, Ohio, on January 9 or 10; **Midwestern States,** NEA Center, Washington, D.C., on January 30; **Pacific States,** in Hawaii or Montana, on February 27 or 28; **Western States,** Denver, Colo., on February 27 or 28; and **Northeastern States,** Boston, Mass., on March 6 or 7.

Written inquiries and suggestions on program content may be forwarded to Vice-President Freitag at NEA Center. Suggestions for inclusion in the budget should contain sufficient information to allow the Committee to reasonably ascertain cost implications and program worthiness.

NEA members may also provide budget input through any member of the Program and Budget Committee, through their NEA director, or through their local or state association. ☐

Notice of political activity rebate procedure

A nonmember of NEA who is required to pay an agency shop, fair share, or similar fee which is equivalent to dues of members to an NEA affiliate is eligible to receive a rebate of that portion of the fee which otherwise would be used by the NEA for political activity.

As used herein, the phrase "political activity" means (1) the administration of the NEA's independent political action committee (*i.e.*, NEA-PAC), (2) the determination and/or publicizing of the NEA's preference for a candidate for political office, (3) efforts to enact, defeat, repeal, or amend legislation which is not related to the working conditions (legislation establishing collective bargaining, professonal negotiation, or some other system of employer–employee relations shall be deemed related to working conditions), welfare, or working environment of employees represented by the NEA and/or its affiliates, or (4) contributions to charitable, religious, or ideological causes.

A nonmember may request a rebate by sending a written communication to:

Political Activity Rebate
Office of State Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, DC 20036

The communication must include a statement by the nonmember that he or she is not a member of the NEA, objects to the expenditure by the NEA of any portion of his or her fee for political activity, a request for a rebate, and the following information: (1) the name and address of the nonmember; (2) the position in which the nonmember is employed; (3) the name of the NEA affiliate which is the nonmember's collective bargaining representative; and (4) the amount of the fee which the nonmember is required to pay to the collective bargaining representative for the membership year in question.

The communication must be postmarked not more than thirty (30) days after the nonmember paid any portion of the fee to the collective bargaining representative, or the posting of a Political Activity Rebate Notice by the collective bargaining representative, whichever is later.

The amount of a nonmember's rebate is determined by multiplying the amount that he or she is required to pay to the NEA during the membership year in question by the percentage of the NEA budget which is expended for political activity during that year.

A preliminary determination has been made that during the 1981-82 membership year 8.7 percent of the NEA budget will be expended for political activity. After the membership year has ended, a final determination will be made on the basis of the amount actually expended for political activity. Each nonmember who requests a rebate will be notified in writing of the amount to which he or she is entitled and the procedure for payment.

If service fees charged to nonmembers are established at an amount less than regular dues and the difference is greater than the actual rebate, the full rebate will be considered to have been paid to the nonmember by virtue of the reduction. If the difference is not greater than the rebate, nonmembers will be entitled only to that portion of the rebate which exceeds the difference between regular dues and the reduced fees. ☐

Paul Bower exemplifies the best in the teaching profession as he completes his 3,500-mile, coast-to-coast bicycle trip.

Teacher's coast-to-coast bike ride honors memory of a former student

DOVER, DEL.—A Delaware State Education Association/NEA member here pedaled his way across 14 states this summer to help the American Cancer Society and to fulfill a promise made to a former student.

Paul Bower, fourth grade teacher at the Dover Air Force Base Elementary School, had promised to visit 9-year-old Rusty Ostler, a former student who had moved to California for cancer treatment. Bower said he would make the visit in June even if he lacked the round-trip airfare and had to bicycle back home.

Rusty died before June, but the promise didn't. Bower flew to California, visited Rusty's parents, and then started pedaling, collecting pledges for American Cancer Society chapters as he went.

He arrived back in his home town of Wyoming, Del., to an old-fashioned hero's welcome as the town council proclaimed "Paul Bower Day." ☐

Single-parent families on the rise

WASHINGTON, D.C.—Teachers and other school employees are well aware that more and more American children are growing up in single-parent households. National statistics show just how widespread this experience is becoming.

In 1970, more than 8 million children—11.9 percent of the total U.S. population under age 18—lived in one-parent families. By 1979, while the total number of children was down by about 10 percent, the number living with one parent had grown to over 11 million—18.5 percent, or almost one in five.

The Population Reference Bureau predicts that as many as 45 percent of all U.S. children born in 1977 will live as members of a single-parent household for at least several months before they reach age 18. ☐

Can you quit smoking?

WASHINGTON, D.C.—The American Cancer Society challenges you to give up smoking from midnight to midnight, Thursday, November 19, during the fifth annual "Great American Smokeout."

The 1981 Smokeout aims to help those nine out of ten cigarette smokers who have said they would like to quit. A Gallup poll showed that about half the almost 5 million Americans who quit smoking on last November's Smokeout Day were still off cigarettes as much as 10 days later.

Tips for getting through the day without smoking:

► Don't carry a lighter or matches.

► Wrap your cigarettes in paper and secure with a rubberband.

► Eat fresh fruit or other snacks, or chew gum.

► Exercise to relieve tension; climb stairs.

► Tell your friends you're quitting.

► Ask smokers not to light up near you.

► Treat yourself kindly—to a movie, a nap, music.

And good luck! ☐

SKIP NOV. 19th.

On November 19, we'd like you to stop smoking cigarettes for 24 hours. It's worth a try. Because if you can skip cigarettes for a day, you might discover you can skip 'em forever.

THE GREAT AMERICAN SMOKEOUT
American Cancer Society

This space contributed by the publisher.

ROLL-CALL VOTES OF NEA DIRECTORS

Board approves budget adjustments, extends NEA contract with AMPR

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter.* Two such votes were taken at the September 25-26, 1981, Board meeting.

Subjects of roll-call votes:
#1: To authorize budget adjustments as recommended by the Executive Committee. (118 YES, 7 NOT VOTING, 1 ABSENT and replaced by alternate)
#2: To approve a two-year extension of the contract with the Asociación de Maestros de Puerto Rico (AMPR) and to authorize an appropriation of $130,000 from the contingency fund for implementation of the 1981-82 funding arrangement. (116 YES, 9 NOT VOTING, 1 ABSENT and replaced by alternate)

Key:
'Y'—voted in favor
'NV'—vote not recorded
'O'—absent from meeting
'*'—alternate director
'**'—submitted statement of position on the issue

NAME	STATE	ROLL CALL 1	ROLL CALL 2
Dotson	Ala.	Y	Y
Jones	Ala.	Y	Y
Potter	Alaska	Y	NV
Beachem	Ariz.	Y	Y
Guy	Ariz.	Y	Y
Johnson	Ark.	Y	Y
Curfman	Calif.	Y	Y
Estrellas	Calif.	Y	Y
Foglia	Calif.	Y	Y
Hodgkins	Calif.	Y	Y
Kuiper	Calif.	Y	Y
Logue	Calif.	Y	Y
Shaw	Calif.	Y	Y
Vick	Calif.	Y	Y
Bradshaw	Colo.	Y	Y
Lansford	Colo.	Y	Y
Gagliardi	Conn.	Y	Y
McLean-Waller	Conn.	NV	NV
Testerman	Del.	Y	Y
Winter	D.C.	Y	Y
Scott	Fla.	Y	Y
Wilson	Fla.	Y	Y
Scott	Ga.	Y	Y
Wright	Ga.	Y	Y
Elento	Hawaii	Y	Y
Hovey	Idaho	Y	Y
Barrow	Ill.	Y	Y
Fitch	Ill.	Y	Y
Mishler	Ill.	Y	Y
Miller	Ind.	Y	Y
Moudy	Ind.	Y	Y
Gilchrist	Iowa	Y	Y
Halliburton	Iowa	Y	Y
Lewis	Kansas	Y	Y
Steele	Kansas	Y	Y
Harvey	Ky	Y	Y
Morton	Ky	Y	Y
Coleman	La.	Y	Y
Scott	La.	Y	Y
Sullivan	Maine	O	O
*Supranovich	Maine	Y	Y
Jones	Md.	Y	Y
Kuker-Kihl	Md.	Y	Y
**Dunn	Mass.	NV	NV
Gilmore	Mass.	Y	Y
Johnson-Taylor	Mass.	Y	Y
Christian	Mich.	Y	Y
Davenport	Mich.	Y	Y
Smith	Mich.	Y	Y
Speicher	Mich.	Y	Y
Zook	Mich.	Y	NV
Bauermeister	Minn.	Y	Y
Etter	Minn.	Y	Y
Holman	Minn.	Y	Y
Bradley	Miss.	Y	Y
Austin	Mo.	Y	Y
Johnson	Mont.	Y	Y
Kaldahl	Nebr.	Y	Y
Anderson	Nev.	Y	Y
Jenis	N.H.	Y	Y
Gibson	N.J.	NV	NV
Goldman	N.J.	Y	Y
Graham	N.J.	Y	Y
Parish	N.J.	Y	Y
Walters	N.J.	Y	Y
Eachus	N. Mex.	Y	Y
Cleveland	N.Y.	Y	Y
Washington	N.Y.	NV	NV
Cummings	N.C.	Y	Y
Rader	N.C.	Y	Y
Wilson	N.C.	Y	Y
Gallagher	N. Dak.	Y	Y
Abel	Ohio	Y	Y
Dorsey	Ohio	Y	Y
**Potts	Ohio	NV	NV
Rudd	Ohio	Y	Y
Savage	Ohio	Y	Y
House	Okla.	Y	Y
Jewell	Okla.	Y	Y
Lawrence	Ore.	Y	Y
Lee	Ore.	Y	Y
Mosher	OV	Y	Y
Farr	Pa.	Y	Y
Huntley	Pa.	Y	Y
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
Wyland	Pa.	Y	Y
del Valle	P.R.	Y	Y
Mello	R.I.	Y	Y
Cooper	S.C.	Y	Y
Horgen	S. Dak.	Y	Y
Akers	Tenn.	NV	NV
Martin	Tenn.	Y	Y
Pike	Tenn.	Y	Y
Foster	Texas	Y	Y
Harrell	Texas	Y	Y
Hilger	Texas	Y	Y
Hunt	Texas	Y	Y
Stacey	Texas	Y	Y
Peterson	Utah	Y	Y
Scott	Vt.	Y	Y
Coffey	Va.	Y	Y
Gant	Va.	Y	Y
Nelson	Va.	NV	NV
Amos	Wash.	Y	Y
Horne	Wash.	Y	Y
Wahlquist	Wash.	Y	Y
Keeney	W. Va.	Y	Y
Carlin	Wisc.	Y	Y
Lewandowski	Wisc.	Y	Y
Schleife	Wisc.	Y	Y
Anderson	Wyo.	Y	Y
Bernat	SNEA	Y	Y
Duncan	SNEA	Y	Y
Benson	At Large	Y	Y
Sproul	At Large	Y	Y
Treibley	At Large	Y	Y
Burse	Ex. Com.	Y	Y
Fujimori	Ex. Com.	Y	Y
Mack	Ex. Com.	Y	Y
Obermeyer	Ex. Com.	Y	Y
Owens	Ex. Com.	Y	Y
Woodard	Ex. Com.	Y	Y
Futrell	Ex. Com.	Y	Y
Freitag	Ex. Com.	Y	Y
McGuire	Ex. Com.	Y	Y

*******Patricia Ann Dunn* (Massachusetts) and *Robert J. Potts* (Ohio) were not present at the time of the roll-call votes but reported their affirmative positions on both issues.

NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

That's right, with your Association's AD&D program, $19 a year provides $130,000 of coverage for losses resulting from certain accidents—$30,000 for *any* covered accident (see benefits chart). Select the entire coverage for yourself or split it between you and your eligible dependents: the contribution remains the same. And, as a unified member, you are eligible for this protection at attractive group rates—and there's no medical examination to enroll! Just look at the chart below to see the outstanding benefits of enrolling in this plan, underwritten by The Prudential Insurance Company of America.

AD&D BENEFITS ARE PAYABLE AS FOLLOWS:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Increasing benefits . . . an added benefit of unified membership," up to a maximum of $50,000 for each member.

Add $4 for optional disability protection!

If you are under age 60, for just $4 more per year, you can have the additional protection of a Special Disability Benefit along with the basic AD&D coverage. This optional benefit assures you an income of $500 a month if you become totally disabled within 30 days after and as a result of an accidental injury. And it is payable *regardless* of any other coverage you may have.

This special benefit is for members only, and the injury must occur while you are insured for this benefit and before you reach age 60. Benefits begin after the 26th week of total disability and are payable while you remain totally disabled up to ten years or until age 65, whichever comes first.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training, or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Increasing benefits... an added benefit of unified membership.

You are entitled to even greater AD&D benefits for certain accidents when you remain continuously insured as a member under this plan for up to five years. The benefit payable to you for an accident on a public conveyance will increase $10,000 on each anniversary of your effective date of coverage (occurring after October 1, 1975) up to a maximum of $50,000. For example, after five years, a "Member Only" would be insured for $180,000: $130,000 + $50,000!

Important facts about AD&D coverage:

AD&D benefits—In any one covered accident, one-half the full benefit amount is payable for loss of one foot, one hand or sight of one eye. The full benefit is payable if death or more than one such loss results from the same accident. For persons under age 70, AD&D benefits are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

*Time limitations are not applicable in Pennsylvania.

Eligibility—All unified members are eligible. Eligible dependents include: your spouse (unless legally separated); all unmarried children (including legally adopted, foster and step-children) between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. No one is eligible for dependent insurance while in active military service. Dependents coverage may be included when you enroll or at any time thereafter. Once dependents coverage is in effect, newborn children are automatically insured at the age of two weeks. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

A dependent's coverage will remain in effect until eligibility requirements are no longer met or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the unified association and continue to make your annual contribution. In the case of your death, your spouse will have the opportunity to arrange continuance of coverage for your covered dependents at that time until they are no longer eligible.

It's a fact: accidents do happen...

And they *can* involve you or someone you love. So think about the security offered by the full AD&D program with optional disability. Remember:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage, although the optional Disability Benefit is limited to unified members under age 60.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid no matter what other insurance you have.

Take advantage of this outstanding Association benefit. Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 with optional disability. Your insurance will become effective upon receipt of your initial premium payment and acceptance of your enrollment form by Prudential.

Exclusions:

Optional Disability Benefits are not paid until after the 26th week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

The program does not cover losses, or disability where applicable, resulting from: suicide or its attempt; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft, or if aircraft, it is being used for test or experimental purposes.

*Time limitations are not applicable in Pennsylvania.

Underwritten by:
Prudential
The Prudential Insurance Company of America
Licensed in all states,
Principal Office, Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA...Working for you
ORD 70075 Serial U

ENROLLMENT FORM

R-11-81

NEA Accidental Death & Dismemberment Program
P.O. Box 433, Fort Washington, Pennsylvania 19034

Statements By Member To Be Insured
(Please print all answers)

NAME: ______________________________
Last First Middle Initial

DATE OF BIRTH: ______________________________
Mo. Day Year

RESIDENCE: ______________________________
Street

____
City State Zip Code

BENEFICIARY AND RELATIONSHIP
(example Mary A. Doe, NOT Mrs. John Doe)

____
First Middle Initial Last

____
Relationship

ARE YOU A NEA MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:
☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60
☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED:
(please check one)
☐ Member only
☐ Member and spouse
☐ Member and each eligible child
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the NEA Members Insurance Trust. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

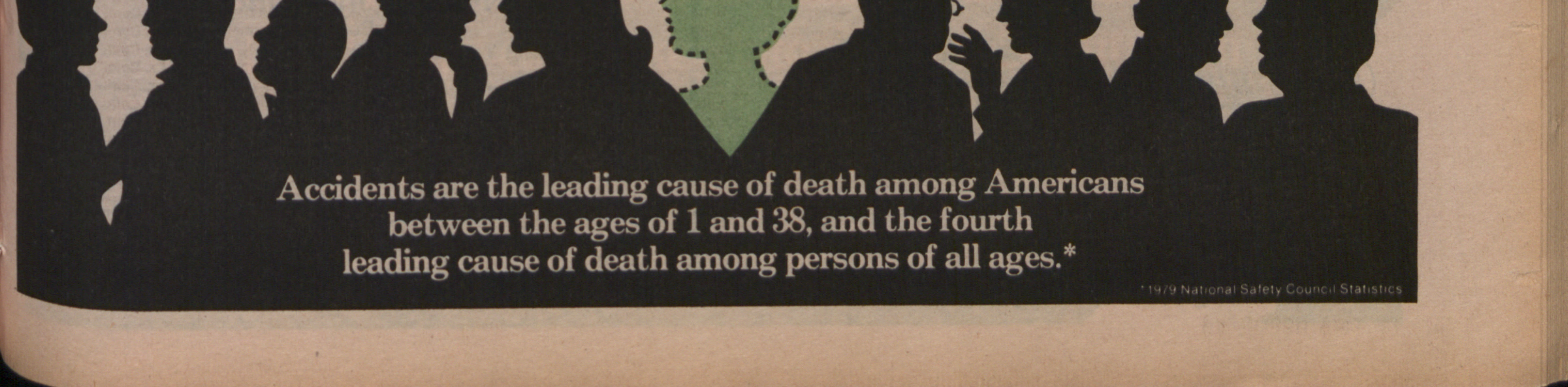
Date Signed ______________________________ 19____

SIGNATURE OF MEMBER ______________________________

Make Check Payable to: NEA AD&D Insurance

FOR INSURANCE OFFICE ONLY
Ident. # Eff. Date Dep. Plan Code GRP 76780-1

If you think a serious accident will never happen to you, consider this:



Accidents are the leading cause of death among Americans between the ages of 1 and 38, and the fourth leading cause of death among persons of all ages.*

*1979 National Safety Council Statistics

PAID
UNITED ELECTRIC CO.
L&O HARDWARE
Value Foods
Plumbing & Drain
ABEL'S PHARMACY
FINANCIAL CREDIT
F&F

NIE Life Insurance... because life goes on!

To help protect your family against the consequences of inflation, you need life insurance more than ever before...and you probably need more insurance than before, too.

That's why your Association has expanded the New Independent Educator's (NIE) Life Insurance Plan to offer you up to $100,000 of financial security for your family.

This decreasing group term life coverage can help your family maintain their standard of living should they have to adjust to life without you.

So consider today's steadily rising costs...then choose coverage to meet tomorrow's needs with NIE. For detailed information on your Association's plan, fill out the coupon.

Underwritten by:
Prudential

UNIFIED SPECIAL SERVICES
NEA...Working for you

R-11-81

NEA Life Insurance
P.O. Box 433
Fort Washington, Pennsylvania 19034

Please send me more information about the NIE Plan.

Name: ______________________

Address: ______________________

City: ______________________

State: ______________ Zip: ______

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Washington, D.C.

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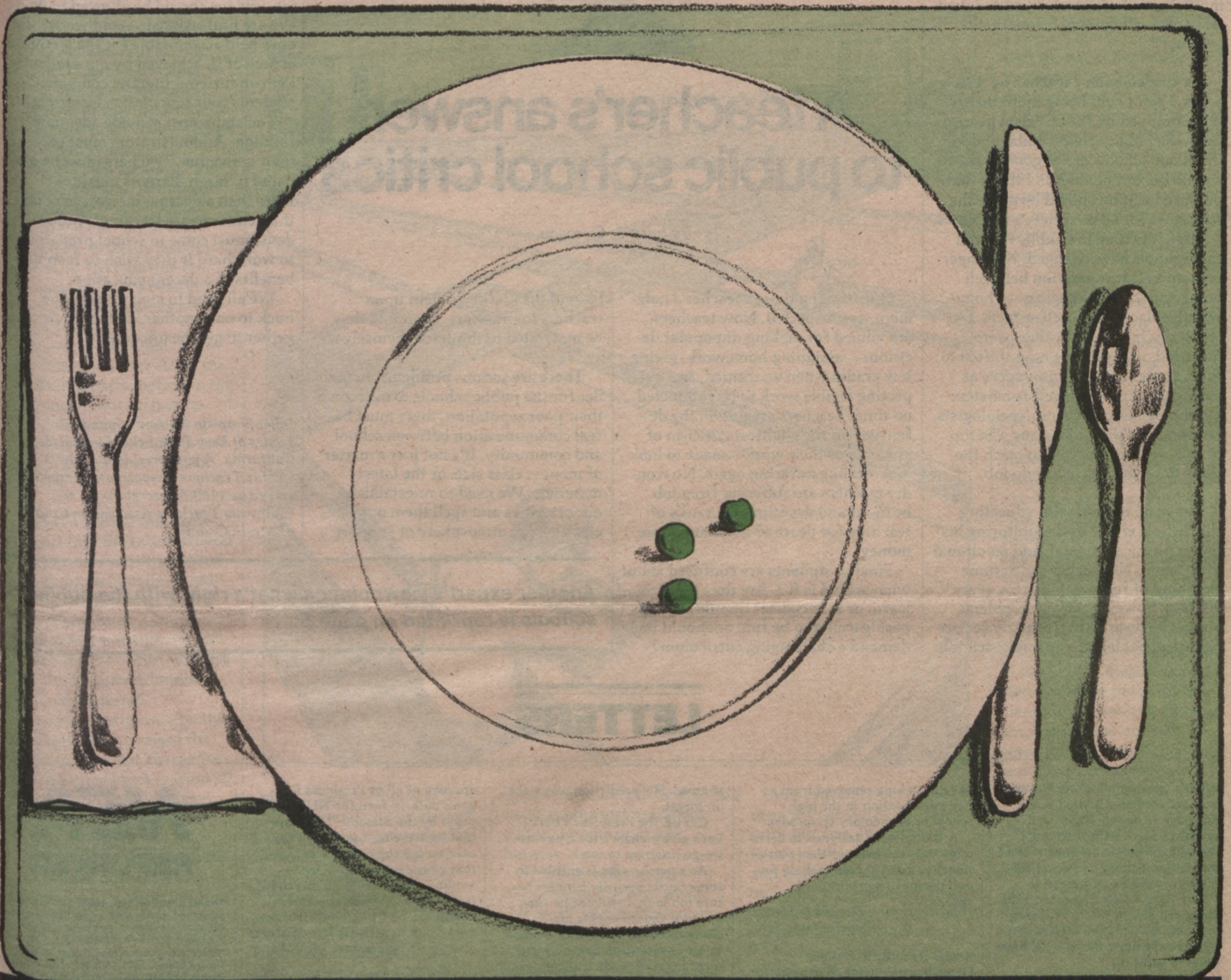

THE VANISHING SCHOOL LUNCH

Federal budget cuts take a bite out of child nutrition

A classroom teacher and an education writer answer public schools' critics 2&5

Social Security update: Reagan postpones changes until after '82 elections 3

Massachusetts' Prop 2½: a look at how one town's schools have been hurt 7

Alaska, New Jersey, Utah affiliates find new ways to serve members 8-9

Attention, school support members: See page 10

YOUR TURN

A teacher's answer to public school critics

by Juliet L. Simpson

In recent months I've read a lot of magazine articles and seen a lot of television coverage on the "sad state of public education." The overriding tone is one of gloom and doom. One might conclude that our schools are inhabited by incompetent teachers, indifferent administrators, and violent students—all ignored by apathetic parents.

As an elementary teacher for 12 years, I can't help being more than a little annoyed by the criticism heaped upon the public schools today. I don't think our schools are as good as they should be, but neither do I think that public education should be made the scapegoat for all of society's problems.

First, it is time the public realized that schools have changed. No longer is there a clear separation between home and school. Where once home was the place where self-esteem, respect, discipline, and values were nurtured, that role has now shifted to the schools. Teachers now serve as surrogate parents as well as amateur psychologists, counselors, sociologists, lawyers, and disciplinarians. On top of this, we are expected to teach the three R's, which is our main job.

I have no quarrel with educating the "whole child" and monitoring his or her physical, mental, and emotional well-being. No teacher can assume that kind of responsibility for every student, however. Severe problems should be dealt with by family service agencies, not left to the public schools.

Once upon a time, a teacher's judgment was respected. Now teachers are vilified for making unpopular decisions—assigning homework, giving low grades when warranted, and expecting legible work to be completed on time. Teachers are put on the defensive for the slightest criticism of students or their work—made to look and feel like uncaring ogres. No wonder teachers are suffering from job burnout and deserting the ranks of teaching for peace of mind and more money!

Finally, students are confused about what school is for. Are they there to learn, or to socialize? Should they expect learning to be fun, or should they demand a challenging curriculum? Should they be dependent upon teachers for answers, or should they be motivated to think for themselves?

These are serious problems. In order for the public schools to overcome their poor reputation, there must be real communication between school and community. It's not just a matter of money, class size, or the latest materials. We need to re-establish our priorities and spell them out clearly in an atmosphere of support and mutual cooperation. All of us—teachers, administrators, parents, and students—need to take responsibility for our roles.

Teachers should stop feeling defensive and should stand up for themselves. We have been trained to do a job, and we should be allowed to do it. We are professionals—and we are the ones held accountable for the learning, or lack of it, achieved by our students. We *can* turn out literate, competent students; our schools *can* be strong!

The state must provide adequate funding. Administrators must back their personnel. Teachers must be prepared to teach. Parents must take more than a passing interest in what their children are learning. And students must come to school prepared to work hard if they wish to reap the benefits of a decent education.

We all need to stop passing the buck to one another, and work together to get the job done. ☐

Juliet Simpson teaches 4th and 5th grades at Deer Park School in Fairfax, California. A past president of the Fairfax Teachers Association, Simpson served as 1980-81 secretary for the California Teachers Association Council of Marin County.

Another expert's viewpoint on what's right with the public schools is reprinted on page 5.

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

One more adjective

I was impressed with the back cover "poster" on your September issue.

A glaring omission for at least half our membership could be corrected by the addition of a fourth line to read:

PROUD
POWERFUL
PROFESSIONAL
POOR

Dale Kosewick
Marble Falls, Texas

Makeup of new commission

Re your October article on the government's new National Commission on Excellence: I am in full agreement that education does need to be carefully looked at. . . . It does need to redefine its direction. But I find it hard to see how the membership of the commission can be totally objective. . . . There is only one "practicing" teacher listed. The 14 other members are nonteachers, high school administrators, and several persons who have been long removed from active participation in the high school or elementary classroom.

A commission designed to determine the excellence of the [educational system] should include several persons from within the system. . . .

Donald E. Stevens
Bellefontaine, Ohio

Social Security in trouble

Disability payments, especially for the young worker with a family, are exhorbitant. . . . Why a minimum benefit for people who've scarcely paid into the insurance system? Who wants a welfare dole from general revenue? And why a student benefit, something so difficult to administer it takes truant officers if you'd want to really check to see if the kids are college students!

Stupid Democrats added too many benefits to an earlier sound retirement system and they'd better start eliminating the programs before they bankrupt the entire system. . . .

Carol Johnson
Minneapolis, Minnesota

Social Security is under threat only because it was not set up properly to begin with. I am a man 62 years of age who has been a wage-earner ever since I completed high school in 1937. In that year I overheard an insurance man discussing the fledgling program. He stated plainly that it would become insolvent by 1980 unless it was revamped. His prediction was right on target.

Get off the President's back! Let's give a chance for a pay-as-we-go program to work.

As a person who is entitled to some Social Security benefits before too long, I will not be surprised if those benefits are trimmed or reduced. But I am not bitter or resentful. Some adjustment must be made if the program is to survive to any degree. My wife and I are just grateful that it was of considerable help to our parents and other older members of our family in their declining years.

Joe Shields
Tucson, Arizona

The Reagan cuts

The schools face a funding crisis because they have enjoyed tremendous, unprecedented federal funding support in the past 15 years. There has been so much Title I money in most districts that they didn't know what to do with it all. Schools have closets and shelves full of video equipment, televisions, teacher aids, etc., etc., etc.

Meanwhile, the government is in debt up to its ears and never had the money to fund this stuff in the first place.

David W. Holdefer
Baltimore, Maryland

I am thoroughly disgusted with your pretense that you speak for all teachers. I and many others approve of all of President Reagan's cuts. In fact, the NEA could profit by the example. I am sure that we have far too many "fat cats" at the top of our organization whose only motive for extending education in all directions is that they themselves profit as a result.

Mrs. George Watkins
Clarkston, Washington

I was thoroughly disgusted when I read the [October] *Reporter* and saw the letters from my fellow educators supporting Reagan. Our main job is to educate people, and we can't do that with all our funds cut off so Reagan can support the rich. We seem to be becoming a country of Robin Hood in the reverse. If teachers can watch education get wasted then I suggest they're in the wrong profession.

I also see many letters from obvious Moral Majority fans with their perverted Christianity. How can these people claim to be loving their neighbors when they cut aid to the elderly and handicapped, cut education, cut housing for the poor?

I was for a change when President Carter was in, but I at least have the intelligence to see the error of my ways. I want some of my hard-earned tax dollars to support me instead of the rich or the military or foreign countries whose friendship we try to buy.

Albert Kapustar
Adrian, Michigan

NEA
REPORTER

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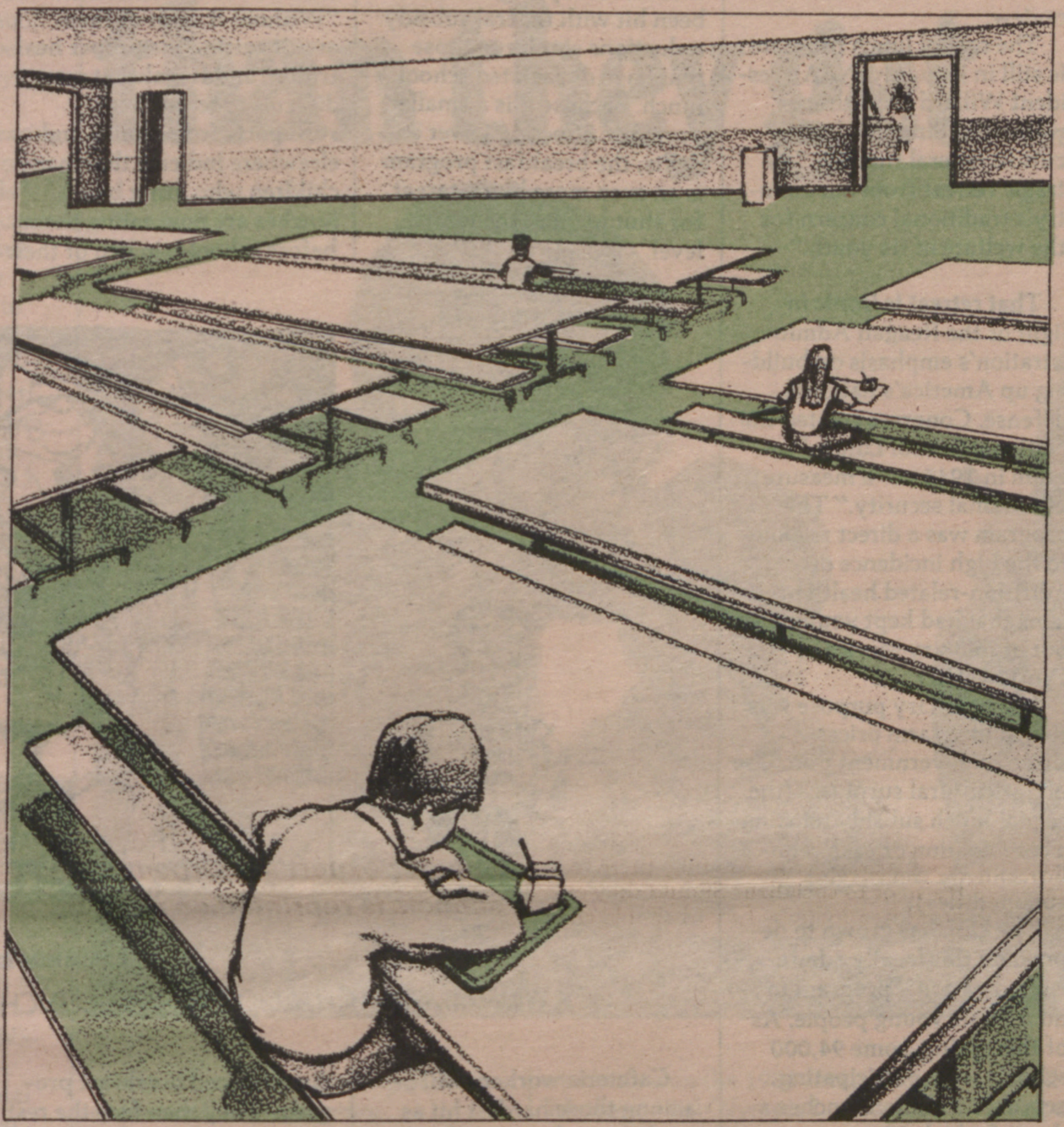
Federal budget cuts take a bite out of child nutrition



The facts and figures vary from district to district, but the general picture looks the same. NEA members in schools across the country report that school lunch prices have soared this fall to make up for the sharp drop in federal subsidies, and that fewer students are buying.

Unable to make ends meet, schools in Seattle, Washington; North Platte, Nebraska; and Pulaski County, Arkansas, were among the first of several hundred to drop out of the national school lunch program altogether. Many more will follow in the months ahead if today's bleak trend continues.

Flossie Henderson, a Normandy, Missouri, language arts teacher, says, "School lunches at our junior high went from 50 cents last September to 95 cents this fall. The portions have been cut too—and the students aren't buying."

Reports from Ohio, Pennsylvania, and other states indicate that participation in the hot lunch program has declined in many schools from 60 percent of all students last year to less than 10 percent this year.

What's behind this growing crisis are the recent federal budget cuts—cuts that sliced deeper into school lunch subsidies than into most other federal programs. Congress cut the child nutrition budget by one-third—which was less than the Reagan Administration had requested.

Earlier reductions, effective last January, had raised the maximum student charge for reduced-price lunches from 10 cents to 20 cents. This September it doubled again, to 40 cents.

What's more, families have to be poorer now than they did last year for their children to qualify for the reduced price. This means that many students who bought a 10-cent lunch last fall are expected to pay full price—75 cents or more—this year.

The federal government is also requiring a lower family income than before for students to be eligible for free lunches. These changes are forcing thousands of "working poor" families out of the school lunch program. And the October 1 cuts in food stamp allotments make it unlikely that they will be able to make up the lost nutrition either at home or in bag lunches.

Free and reduced-price milk, which has been available to all schoolchildren since 1954, is now limited to those schools not participating in the school lunch or breakfast program.

Most severely cut have been the subsidies for full-price lunches. In a time of rising food and labor costs and tight state and local budgets, many schools' food service programs were already running deficits last year. The lower subsidies leave schools with little choice but to raise the lunch price—or drop out of the program.

A year ago the price of school lunch for paying students averaged about 60 cents nationally. That average has risen by 25 cents this fall, with some high schools now charging as much as $1.50.

Hiking prices, districts know, is counterproductive. The rule of thumb is that for each penny the price goes up, student participation drops by 1 percent. Virginia's affluent Fairfax County raised prices by 15 cents in September; 19 percent of the paying students stopped buying.

As higher prices drive paying students out of the program, school food services will lose their traditional economies of scale—escalating their costs still further and making bankruptcy a real possibility.

The Administration's emphasis on ending "handouts" for middle-class students while targeting school lunch subsidies toward the "truly needy" ignores two basic facts. First, the National School Lunch Program has always been an across-the-board nutrition program, not a welfare program. And second, even the lowest-income students will be deprived of their free lunches unless they attend a school that can afford to continue operating a lunch program!

A recent National School Boards Association sampling of two school districts in each state found 28 percent were planning to eliminate their lunch programs entirely, 33 percent were limiting menus, and 25 percent anticipated closing some kitchens.

In September the U.S. Department of Agriculture (USDA) offered a "solution" for districts financially squeezed by the federal cuts: simply let schools serve cheaper meals! Congress had told USDA to review existing

Continued on next page

Reagan backs off on Social Security threats

WASHINGTON, D.C.—The Administration has apparently retreated from the massive Social Security benefit cuts it proposed to Congress last May—proposals that met with a storm of opposition. President Reagan is now calling for creation of a bipartisan study commission to study Social Security's financial soundness and to come up with a report by early 1983.

For the current fiscal year, at least, the Administration seems willing to go along with congressional moves to solve the short-range funding problem in the Old Age and Survivors' Insurance fund by transferring surpluses from the disability insurance and Medicare trust funds on a loan basis. NEA has supported such measures since the shortfall first became evident several years ago.

NEA is working with leaders of the House Ways and Means Committee and the Senate Finance Committee to repeal the 1977 government pension offset and to head off any hasty action to resolve long-range funding problems by raising the normal retirement age or taxing old-age benefits, as some have proposed.

Meanwhile, a bill to restore the $122-a-month minimum Social Security benefit—eliminated by Congress over the summer in response to the Administration's budget proposals—has passed the House and at press time was awaiting Senate action. There has been no move to reverse this summer's decision to phase out student benefits over a four-year period.

Still to come are the President's proposals for next year's budget, now being developed behind closed doors at David Stockman's Office of Management and Budget. These proposals will set the stage for further Social Security action during the second session of the 97th Congress, beginning in January.

In October 1 testimony before the House Budget Committee, Budget Director Stockman suggested that basic Social Security retirement benefits should not remain immune from future budget cuts. Too many Social Security recipients are getting "windfalls" because of the way Congress has set benefit formulas, he said. ☐

Cutbacks impair learning, eliminate lunchroom jobs

Continued from page 3

regulations with an eye toward finding ways to save districts money "without impairing the nutritional value of the meals."

But in its proposed new regulations, USDA ignored the myriad possible ways to reduce equipment, manpower, storage, planning, and other management costs that equal the cost of food. USDA addressed itself only to paring food costs—the one budget item where trimming directly penalizes kids (*see box on this page*).

To qualify for subsidies under the National School Lunch Program, lunches must provide one-third of the Recommended Dietary Allowance (RDA) for protein and 11 vitamins and minerals—a goal not always met even in good times, according to a recent General Accounting Office study. The effect of USDA's proposed new regulations would have been to cut this requirement to one-fourth of the RDA.

The more ludicrous of the proposals—such as allowing ketchup and pickle relish to count as vegetables, and cake or cookies to count as bread drew outrage from the press and general public. "We know that balancing the budget won't be easy," one newspaper editorialized, "but surely the nation—awash in government-supported surpluses of grain and dairy products—can afford a full glass of milk and a whole piece of bread for every child."

In comments filed with the Agriculture Department, NEA's Office of Government Relations urged that the regulations be withdrawn or substantially revised. "Teachers are in a unique position to know the effects of nutrition on children in their daily activities," the comments stated. "They know that undernourished children in the classroom are less alert, slower to learn, less productive, and more prone to behavioral problems."

The Administration relented after three weeks and ordered the proposed rules withdrawn. NEA hailed the decision but termed it at best a limited victory, pending the outcome of further USDA review.

The school lunch program is still in jeopardy, NEA President Willard McGuire warned, calling the drastic cuts in federal funding "a tragic retreat from our country's traditional concern for the welfare of its youth."

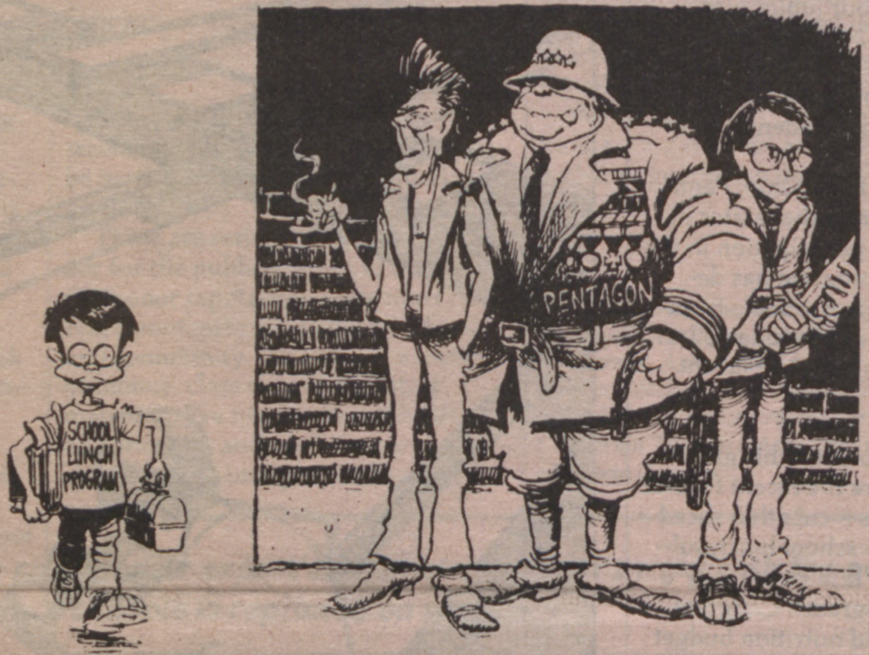
That retreat is ironic in light of the Reagan Administration's emphasis on building up America's national defense. Congress created the National School Lunch Program in 1946 as "a measure of national security." The program was a direct response to the high incidence of nutrition-related health problems that had kept young men out of military service in World War II.

Its secondary purpose was to stabilize farm prices through government purchase of agricultural surpluses (the school lunch subsidy remains a combination of cash reimbursements and surplus commodities).

The U.S. has grown to depend on this locally administered national program to nourish its young people. As of this spring, some 94,000 schools were participating, serving 27 million lunches a day, of which 55 percent were full price, 7 percent were reduced price, and 38 percent were free.

The school lunch program —one of the most successful nutrition programs in the world—has enjoyed bipartisan congressional support for years, partly because it benefits children across the board, in every congressional district. As many teachers have discovered, even children from more affluent homes are not always well nourished.

Federal funding levels remained fairly low until about 10 years ago, when free and reduced-price programs became mandatory, and the school breakfast program was created. The breakfast program, which served about 3.5 million children in 30,000 schools last spring, has now been hit with federal subsidy reductions similar to those that have devastated school lunch. Because it is a smaller program, affecting fewer students, the breakfast program is an even more likely target for shutdown at the local level.



By Marlette for The Charlotte Observer

"HEY, WIMP!.... WHATCHA GOT IN THE LUNCH PAIL?"

Cafeteria workers will be among those hardest hit as students and entire schools drop out of the national lunch program. Many school kitchen employees are among the "working poor" who seem to be bearing the brunt of the federal cutbacks on so many other fronts as well.

Estimates are that for every 100 meals lost, one job is eliminated. The layoffs have already started.

The Littleton, Colorado, school district, for example, has begun serving simple lunches wrapped in paper two days a week and has cut 28 food service positions. Other districts in Colorado and elsewhere are experimenting with centralization—cooking at one site and then transporting lunches to surrounding schools. Many other districts report switching to convenience-food programs with disposable utensils.

Schools that opt out of the National School Lunch Program and start offering à la carte meals are not required to feed students who can't afford to pay full freight.

With fewer students participating in the school lunch program, teachers nationwide can already see the results. "We have a lot of kids who got their one balanced meal of the day in the school lunch," reports Delavan, Wisconsin, high school social studies teacher Bob Fitzsimmons. "Without it, a lot of them aren't getting the proper nutrition, and it makes it more difficult to teach them."

Reports from Maine and elsewhere indicate that many children who bring bag lunches are now eating them before school—in lieu of their discontinued breakfast program. They then face the rest of the day with no meal.

Students going through a school day on an empty stomach have a hard time caring about English literature, or fractions. Baltimore County, Maryland, elementary art teacher Shirley Aldinger points to yet another result of the federal subsidy cuts: "Cafeterias are starting to sell sugared drinks, potato chips, and other junk food again, to supplement their revenues. This garbage has a real negative effect on kids' behavior."

While billed as "saving tax dollars," the cutbacks may actually cost the government money in the long run. Hungry, malnourished students do less well in school, achieve lower levels of employability, are more likely to end up on welfare, and have higher health care costs later on.

In many ways, attractively priced school meal programs are *more* essential now than ever, due to—

► Inflation, which is making it harder and harder for many families to provide children with nutritious meals.

► The ever-increasing number of families with two working parents, whose schedules sometimes preclude cooking breakfast at home or packing well balanced bag lunches.

► The infrequency of students' going home for lunch, because of distance or the absence of a parent at home during the day.

► The lack of models other than the school lunch for teaching children healthy eating habits.

► The fact that most lunch foods commercially available—and heavily advertised—to children tend to be high in calories, fat, sugar, and salt but low in nutritional value.

Under strong pressure from the soft drink and food lobbies and from proponents of simplifying federal regulations, USDA has indicated it may relax its monitoring of the sale of competing "junk food" in school cafeterias and vending machines during lunch hours. Any limits on such sales would then be left up to state and local authorities.

The school lunch crisis could become still worse. In his late-September address to the nation, the President indicated he would like Congress to cut yet another half-billion dollars from the lunch program this year, wiping out the remaining subsidy for paying students.

While the administration busily takes food off the plates of schoolchildren in order to balance the federal budget, government subsidies for tobacco, sugar, and many other commodities remain firmly in place. . . . ☐

Paying more for less

The Department of Agriculture's proposed new regulations, withdrawn amid a swirl of controversy, would have permitted schools to cut meal portion sizes by about 25 percent and to make substitutions for certain basic foods. Under the new guidelines, these would have been acceptable lunches:

For kindergarten
4 ounces of milk
½ slice of bread
½ cup of fruit or vegetable
1 ounce of meat

For elementary
1½ ounces of hamburger on half a hamburger roll
6 ounces of milk
6 french fries
9 grapes

For high school
2 ounces of cheese
¼ cup of grape juice
1 cup of whole milk
¼ cup of canned peaches
1 cupcake

Public schools deserve more credit than they get

by Fred M. Hechinger

The public schools continue to face fewer pupils and fewer dollars, and a carping public. Criticism . . . is rampant. "Is there any hope for the public schools?" has become a standard question. The answer, to judge from emerging trends, is a qualified yes. The schools are doing better, but they are getting less support today because of yesterday's poor performance.

Public perceptions usually lag behind reality. Although public school enrollment is about five million below its all-time high 10 years ago, a system with about 40 million pupils hardly looks like an enterprise nearing extinction. Much has been made of the "flight from the public schools" and the growth of nonpublic education, but these observations are misleading. Almost 90 percent of the school-age population continues to attend public schools.

The Roman Catholic school system, the second-largest sector, has experienced an enrollment decline comparable to that of the public schools: it stands at 3.1 million, down from 4.3 million a decade ago, but its enrollment is stabilizing. Other religious schools show similar trends, of stable or slightly increased enrollments.

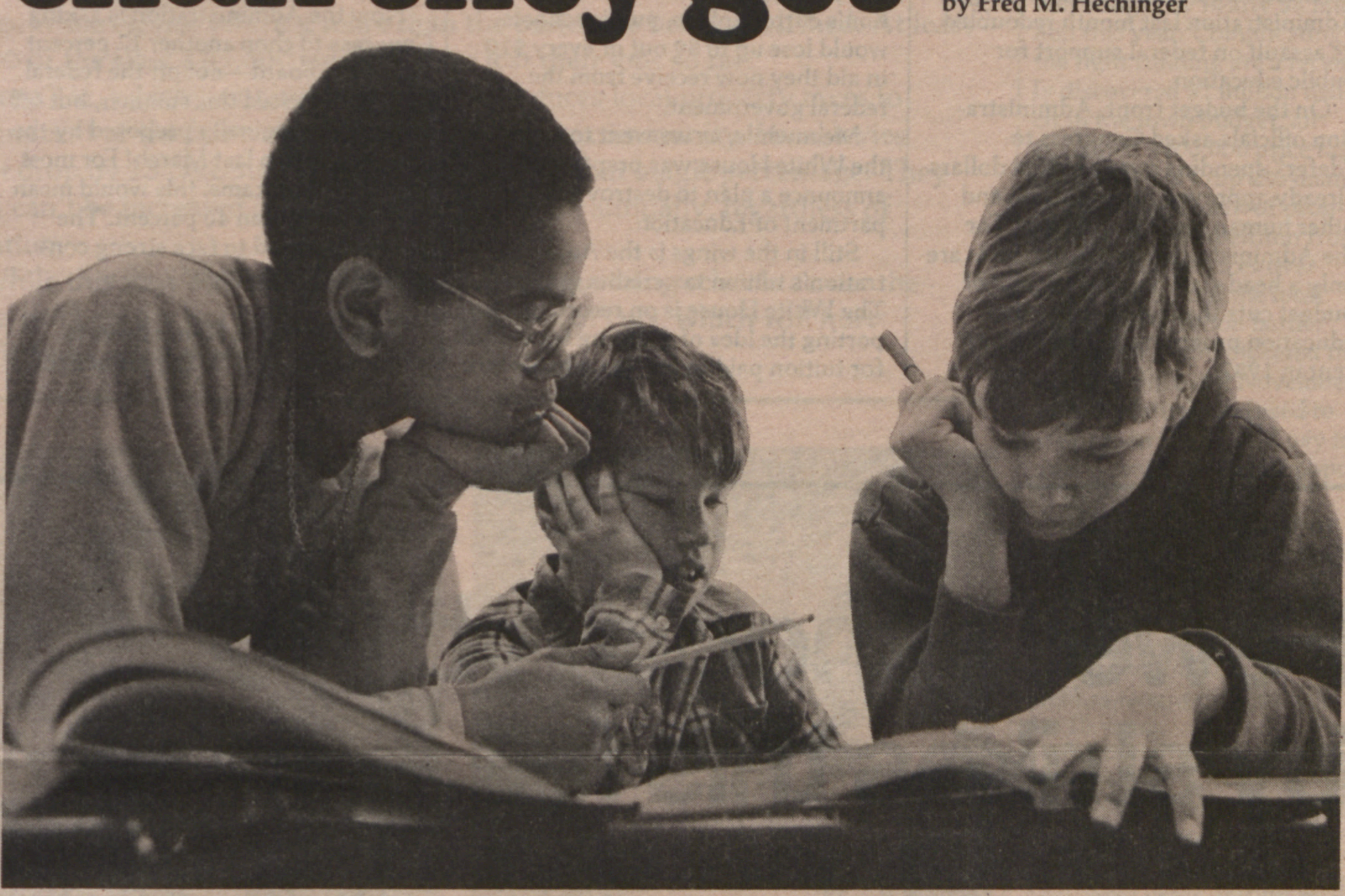
The independent schools . . . are stable. They do not seek to grow and have held steady at a total of about 320,000.

This leaves only the Christian or fundamentalist schools, usually referred to as "fast-growing" or "mushrooming" institutions riding the crest of the religiously fundamentalist and politically conservative wave. Yet these schools, which are reported to be opening at a rate of three a day, are small, averaging only 60 students. Their growth is estimated by the National Center for Education Statistics to have amounted to only a total of 120,000 pupils over the past two years, and they seem to be somewhat ephemeral, with experts forecasting that only about one-third of the newly established ones will survive.

Such figures mean that without a dramatic political change—for example, the possible impact of tuition tax credits for nonpublic school enrollments—the future of elementary and secondary education in America remains inextricably linked with the future of the public schools.

There is growing evidence that the public schools, though not, perhaps, better than ever, are better than many people think and considerably better than they were a decade ago. Critics who still ask regularly why Johnny can't read, write, or figure not only betray their years by apparently ignoring Johnny's sister but ignore as well the improvements in both climate and achievement that have taken place in the past two years.

Reading scores have been improving, even in the big cities where they had sunk lowest. . . . The National Association of Elementary School Principals reports that, contrary to public perception, children in the early grades are reading better than a decade ago, with substantial gains by disadvantaged youngsters. Black 9-year-olds, the report says, have gained nearly 10 percent in reading performance over the last 10 years.



Scott Thomson, executive secretary of the National Association of Secondary School Principals, says: "A renewed emphasis on writing has improved important communications skills among high school seniors. The class of 1981 is far more computer literate than were any of its predecessors. Also, more girls are graduating with three or four years of science and math than in earlier classes."

'There is growing evidence that the public schools . . . are better than many people think and considerably better than they were a decade ago.'

A report published two months ago by the General Accounting Office in Washington shows that the efforts put into Project Head Start for disadvantaged preschool children have begun to pay off in improved achievements and attitudes. . . .

Although the public still perceives the public schools as the staging area for mathematical illiteracy, an American team of eight public high school students won the 1981 International Mathematical Olympiad, a two-day competition involving 450,000 students from 26 countries. . . .

Skeptics are justified in saying that one victory does not make an educational millennium, and only uncritical boosters of the public schools would claim that a winning American mathematics team obscures the serious deficiencies that still plague many schools.

What is worth noting, however, is the trend of schools across the country to abandon automatic promotion from grade to grade. There is a new emphasis on finding ways to insure mastery of a specific skill before moving on to the next more advanced one. After an era of stress on students' rights, the need for an orderly school atmosphere is again generally acknowledged.

The schools . . . seem to deserve more credit than they often get. The continuing popular perception of the public schools as a failed institution may constitute a political threat. Withdrawal of public support, just when the schools may be turning the corner toward better quality, could wipe out recent gains and turn fears of the system's ultimate failure into a self-fulfilling prophecy. . . . ☐

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Fred M. Hechinger is a nationally respected education writer and longtime observer of America's schools. This column is reprinted with permission from the September 8, 1981, issue of the *New York Times*.

Congressional opposition growing

Reagan's agenda: cut $$$, ax Department, create tuition tax credit

WASHINGTON, D.C.—The Reagan Administration last month redoubled its assault on federal support for public education.

On the budget front, Administration officials asked Congress to "defer" spending over a billion dollars already approved for education and other human service programs. For the Administration, these deferrals are only a head start on a new round of budget cuts that could slash some education programs by over 35 percent in 1982.

By 1984, under the Administration's current plans, public schools would lose up to $9 out of every $10 in aid they now receive from the federal government.

Meanwhile, as we went to press, the White House was preparing to announce a plan to destroy the Department of Education.

Still in the wings is the Administration's tuition tax credits proposal. The White House is on record as supporting the idea of granting tax credits for tuition paid to private schools but has yet to spell out which specific tax credit scheme it supports.

All three elements of the Administration's education agenda—the gutting of federal aid, the dismantling of the cabinet department, and the push for tuition tax credits—face a stormy review in Congress.

The House and Senate have already refused to go along completely with the President on education spending cuts. Over the summer an intensive NEA lobbying effort persuaded Congress to hold those cuts to 10 percent, rather than the 30 percent the White House had originally proposed.

Now the Administration is asking Congress to chop another 12 percent across the board—not off the federal budget as passed this summer, but off the budget originally proposed by the Administration last March! For most education programs, this would mean cuts of more than 40 percent. The plan is expected to face strong congressional opposition.

So is the White House drive to ax the fledgling U.S. Department of Education. NEA, the National School Boards Association, the National Congress of Parents and Teachers, and a host of other organizations have reactivated the broad-based coalition that worked for creation of the Department. The coalition recently announced plans to "fight vigorously" any White House effort to eliminate "ED."

To save the agency, educators will have to overcome a vicious smear campaign now being waged by right-wing critics of the nation's public schools, who have sent out one mass mailing after another complete with wild and emotion-laden charges against the new Department and NEA.

The accusations have grown so dishonest and distorted that NEA Government Relations Director Linda Tarr-Whelan last month compiled several of the more outrageous examples and sent them to all members of Congress in a letter decrying this "scurrilous campaign of fear" as "inappropriate for a national debate on the future of education in America." ☐

Fewer schools hit by strikes this fall

WASHINGTON, D.C.—Teacher and school employee strikes were down this fall as most locals were able to win good salary hikes at the bargaining table.

"Initial offers from school boards turned out to be much more realistic than they were a year ago," reports NEA negotiations expert John Dunlop. "Our members have been taking a beating the last 10 years, and school boards generally seemed to realize they had to offer more."

Nationally, the number of school and college walkouts reported so far this fall stood at 73 as of October 9—about half as many strikes as had occurred in the same period last year.

NEA affiliates have been involved in 62 of this fall's strikes, American Federation of Teachers affiliates in 10, and an American Association of University Professors chapter in 1. Primary strike issues have been job security, salary, and class size.

A state-by-state breakdown shows Pennsylvania with 20 strikes, Illinois with 17, Michigan with 12, Minnesota with 11, New York with 4, New Jersey, Rhode Island, and Washington State each with 2, and Idaho, Iowa, and Ohio each with 1.

"All our settlements have been in the double-digit category," reports a New Jersey Education Association spokesperson. "School boards are facing up to the inflation question and are being careful not to block settlements."

Even in Washington State—where the legislature has imposed a cap on salary and fringe benefit increases—the number of strikes was down this year. Many locals successfully circumvented the lid by winning improvements in such areas as number of workdays and amount of extra-duty pay. ☐

DECATUR TEACHERS WANT to NEGOTIATE
Support Your Local Teachers
D.E.A. WANTS to NEGOTIATE
Teachers Need a fair Contract

Decatur teachers walk the picket line during Michigan's longest fall strike—a two-week walkout primarily over the issue of agency shop.

Union-busting bills afoot

NEA opposes move to amend Hobbs Act

WASHINGTON, D.C.—Anti-union organizations are trying to turn the clock back to the days when the federal government policed strikes and busted unions for the benefit of employers.

The National Right To Work Committee and its allies would accomplish this primarily by inflicting on union members the penalties of a little-known law—the Hobbs Act—for any incident of picket line violence, no matter how trivial.

Enacted in 1936 and amended in 1950, the Hobbs Act defines those instances in which robbery and extortion are considered federal crimes. In 1973, the U.S. Supreme Court (in *U.S. v. Enmons)* ruled that the Act was not intended to apply to minor acts of violence or threats of violence that occur during legitimate strikes for improved wages, fringe benefits, and working conditions.

The *Enmons* decision does, however, make it clear that the federal government has authority to prosecute serious acts of violence, such as arson, when committed by striking workers. All other acts of violence remain punishable under a variety of state and local laws.

Now Sen. Strom Thurmond (R-SC) and Rep. Kenneth Robinson (R-Va.) have introduced federal legislation to overturn the *Enmons* decision and apply the Hobbs Act and its battery of federal criminal penalties to all cases of picket line violence. Their bills—S 613 and HR 450—would make any threat or act of violence by workers on any picket line subject to federal prosecution as extortion.

As directed by the 1981 Representative Assembly, NEA will lobby with the AFL-CIO against the Thurmond-Robinson bills when they surface on the congressional agenda. NEA opposed similar legislation in 1978, testifying that it could be construed to effect "broad-scale labor reform by outlawing collective bargaining, strikes, and informational picketing."

Under the proposed amendments, the Hobbs Act could be interpreted to mean that the threat of a strike as a means of obtaining agreement to a collective bargaining contract would improperly subject an employer to economic loss or injury to his business or profession. Such interpretations would cripple the efforts of teachers and other school employees to secure better pay and working conditions through collective bargaining. ☐

A taxing proposition

Prop 2½ slashes a town's teaching staff

Proposition 2½, approved last November by 59 percent of Massachusetts voters, is beginning to ruin the Bay State's traditionally above-average school system.

In many communities, classrooms are being crammed with up to 40 students, while classes offering more than the basics are being abolished. At least 6,000 of the state's 85,000 teachers have lost their jobs so far.

Prop 2½, which went into effect July 1, reduces local property taxes to 2½ percent of the fair market value of the entire community. Local levies must drop by 15 percent a year until they reach that magic percentage. They then can't be increased by more than 2½ percent annually, regardless of inflation.

While this year's 15 percent reductions are squeezing schools across the state, teachers are bracing for the second round of cuts, which will hurt quality education even more.

Association president Kathy FitzGerald, above left, faces the difficult task of leading Malden teachers at a time when a third of their former colleagues have been RIF'd and more layoffs are expected. Laid off was Karen Steed, right, who returns to her now-empty classroom for a last look before leaving education to find other work.

MALDEN, MASS.—"Teaching is something I worked so hard for," says Karen Steed, who attended night school for four years and is still paying off her teacher education loans. "I really wanted to be a teacher."

Steed got her pink slip in April. During the two-and-a-half years she taught, she received notice every spring that she would not be rehired—"but this year it meant what it said."

Steed was among 255 school employees—teachers, secretaries, and janitors—whose positions were eliminated here last spring due to the state's tax-slashing Proposition 2½. While some have been recalled, 185 employees—170 of them teachers—have either found other jobs or, like Steed, remain unemployed. The cuts reduced the teaching staff by one-third, the highest percentage in the state. Similar cuts are expected next year.

"People carried on for the remainder of the spring term, knowing most of us wouldn't be back," recalls Steed. Because she is a newcomer, Steed has no tenure rights, and thus no recall rights.

Steed believed until the day school opened this fall that she might still have a job. "There was always that hope, that feeling that the money would come from somewhere," she says.

On the first day of school, Steed volunteered to help her colleagues hand out books, "but I had to go home after a while. The bells were ringing, but I wasn't teaching . . . it was depressing.

"I'd love to stay in teaching, but I'll have to look for other employment soon," she says. "My family needs my financial help." Because she has two children in the Malden schools, Steed regards Prop 2½ as a double blow: "Not only did I lose my job, but it's frightening to see my children in these large classes."

Every Sunday she reads the want ads. She considered substitute teaching but says, "You only make $25 a day, and by the time you take taxes out, you can collect more on unemployment. I'll probably look for an office job, maybe at the phone company. It's as if I were just coming out of high school looking for a job."

In the wake of the massive reduction in force (RIF), Leonard Iovino, who has taught geography and U.S. history at Lincoln Junior High for 13 years, is among the most recently hired teachers left there. He and his wife Joanne, who teaches English, are both now near the bottom of the seniority list and expect to lose their jobs in next year's round of budget cuts.

Iovino says that although he and Joanne have family roots in the area, "if we stay in education, it won't be in this state."

Until the week before school started, Kathy FitzGerald, president of the Malden Education Association (MEA), the NEA/Massachusetts Teachers Association affiliate here, didn't know if she would be teaching this year. "My parents' friends, who supported Prop 2½, couldn't believe it. This summer they kept asking, 'She's still laid off?' "

Last year she taught at Daniels Elementary, one of two schools closed due to Prop 2½. An eight-year teaching veteran, FitzGerald now works at Lincoln Junior High. Grateful for the job, FitzGerald is nervous about her future. "I expect to be RIF'd next spring," she says. "I don't know what I want to do, or what fields are open. I love teaching."

The downgrading of education in Malden, a blue-collar suburb of Boston, takes many forms:

► Classes now average 30 to 40 students, up from 20 to 30.

► The junior high has dropped its classes in foreign languages, industrial arts, home economics, and art. Music instruction has been reduced from twice to once a week.

► The high school no longer offers advanced classes in physics, calculus, or chemistry.

► With the loss of a physical education instructor, p.e. classes have risen from 15 to 30 students.

► Special education classes may now reach a total of 12 students, rather than the previous 8, before an aide must be hired.

► Guidance counselors have been reduced from three to one for 600 6th, 7th, and 8th graders, and from nine to five for 2,800 high school students (including 600 ninth graders who were moved to the high school this fall).

Large class size is a major problem for teachers. "I have so many children in my class—40 of them—that it's difficult to give them the individual instruction they deserve," FitzGerald notes sadly.

Points out math teacher Fred Feldman, "In junior high, a lot of effectiveness comes from correcting students' mistakes right away. I used to go from desk to desk. Now, with 30 students in my class, I teach from behind my desk. I can't help that 10 percent at the bottom of my math classes. Don't they deserve an equal break?"

Malden's schools have been hit harder by Prop 2½ than they should have been. Under a state "bail-out" formula, the town got back $2.5 million this year, almost half the funds it lost due to Prop 2½'s lower property tax rates.

Because of the local political situation, however, the schools received only a small portion of that $2.5 million, and had to cut their $17 million budget by nearly $4 million this year. Complicating the tight funding are a recently discovered $2 million deficit in the town budget, an estimated $400,000 price tag on the town's Prop 2½-mandated reassessment of property values, competition from other public services over scarce funds, and the local mayor's re-election battle.

Teachers, who picketed the mayor's office last November when he initially refused to honor their negotiated pay increase, are not the most popular group at city hall.

"This community is in a state of change, and it's hard to get support for education," says Nancy Finkelstein, a Malden native who attended Lincoln Junior High herself and has taught English there for 18 years.

Transient families and fewer residents with children contribute to lessened support for public education, says Finkelstein. She dreads the next three years, during each of which the school budget will be cut by at least Prop 2½'s required 15 percent. "I don't see how we can go through another year of cuts," she says.

Finkelstein and other teachers believe that the only long-range solution to the school money crisis is genuine tax reform that would reduce local reliance upon the property tax.

In the short run, the Massachusetts Teachers Association is backing a proposal to let local communities override the Prop 2½ tax cap by majority vote. State legislators, however, content to let local officials make unpopular budget cuts, have been slow to act.

"Morale is low, but education is still taking place," says FitzGerald. She became MEA president when her predecessor quit to go work in private industry, leaving her with "an unbelievable job." She plans to meet with Malden's remaining 400 teachers "to talk about our problems and to see where they want the union to go." Between 150 and 200 of those teachers may not be teaching here next fall, FitzGerald believes. ☐

NEA AFFILIA

NEW JERSEY: Workshops train entire school staffs to solve discipline and learning problems

CAMDEN—If students aren't learning and discipline is a problem at a given urban school, then sooner or later everyone who works there is going to suffer.

This includes the janitor who has to clean up after vandalism attacks . . . the bus driver whose attention is distracted by unruly riders . . . the school secretary who feels uneasy walking through the halls . . . the teacher who begins to wonder if he can face another class of unmotivated students.

Now the New Jersey Education Association has developed a special new weekend workshop for urban school employees that encourages them to work together to solve their particular school's problems and improve its atmosphere. Called School Effectiveness Training (SET), the program works to return authority where it belongs—to the local school building staff.

It also rejects the view that poor and minority students can't learn. Children can learn in all schools, including big city schools, if the following steps are taken, says NJEA:

► The building leadership, especially the principal, must take responsibility for improving instruction.

► Teachers and other staff members must have high expectations for every student.

► The school must offer a relaxed but orderly learning environment.

► There must be a strong emphasis on basic skills by the entire school staff.

► Student progress must be monitored regularly, with the results used to plan instruction.

During the past two years, three pilot schools—here and in Paterson and Jersey City—participated in SET weekend institutes, or "retreats."

A middle-school cafeteria worker here who took the training, Doris Walden, was concerned when a student received an F in music, and she began to show a personal interest in the student's academic career. "I'm more open with students than I was before," reports Walden, who has been a school employee for five years. "Before, I looked at them and had little concern."

"At first, I felt a little shaky. I didn't know how I'd be accepted because I was a cafeteria worker," Walden explains. "But then we became one family with the rest of the staff. The problem was we just hadn't talked to each other."

The 70 SET participants included secretaries, aides, guidance counselors, custodians, cafeteria workers, teachers, school board members, and administrators.

Suggestions contributed by Walden and the others helped reduce break-ins at Pyne Point Middle School from three a week to virtually none. Among the suggestions:

► Require students to have school ID cards.

► Assign staff to watch all school doors.

► Set up a school discipline code.

► Develop new scheduling techniques to group students according to their ability in different subjects.

SET was designed and developed by NJEA. The staff of Research for Better Schools, a Philadelphia-based regional educational laboratory, helps run the retreats and conducts evaluations.

At each SET workshop, participants set up a council to make sure that ideas developed during the weekend are put into effect. SET is not a panacea, but it does seem to bolster staff morale, reduce absenteeism, and improve community relations, says NJEA. Already a dozen more schools have requested the training. ☐

Camden Education Association President Henry Stevens addresses School Effectiveness Training workshop. NJEA developed the weekend training program to help an urban school's entire staff work together to improve discipline and learning.

New elementary teacher Laura Erdman (left) and master teache scissors to create a "tree" for one of Erdman's first bulletin bo

UTAH: 'Peer counselin first-year teachers' ni

SALT LAKE CITY—The Utah Education Association/NEA affiliate here has put together an innovative program that links seasoned teachers with those fresh out of college.

The Salt Lake Teachers Association (SLTA) selected 20 "super teachers" to counsel their first-year colleagues and to hold monthly inservice sessions with them on such topics as class discipline and interaction with parents.

"First-year teachers face an unbelievable array of hassles," says SLTA President Doug Tate. "They don't realize that all other teachers have bad days when their lesson plans aren't wonderful, days when a couple of activities end 20 minutes sooner than expected, and several kids are unrulier than usual.

"New teachers don't understand that it's okay not to feel guilty about not doing school work all evening. They find

CALIFORNIA: NEA aff new spirit to San Fran

SAN FRANCISCO—Teachers here recently won their biggest salary increase in more than four years as their new bargaining agent—a California Teachers Association/NEA affiliate—negotiated an 8 percent pay hike with a further 7.5 percent next fall. Neither figure includes increments or fringe benefits.

San Francisco's 4,200 teachers were represented by an American Federation of Teachers local until last May. During AFT's four years as bargaining agent, teacher raises here averaged just 4.2 percent a year.

Despite its own record as an underachiever, AFT launched an all-out effort to defeat the new NEA contract. Teachers rejected the AFT's campaign as "sour grapes," ratifying the agreement by a better than two-to-one margin.

In what San Francisco Classroom Teachers Association President Judy Dellamonica describes as "the finest contract San Francisco teachers have ever enjoyed," the NEA local improved the previous agreement "significantly" in 22 areas.

The AFT contract, for example, had called for sensible class size maximums but provided no mechanism for enforcing those limits. The new NEA agreement penalizes the school board by requiring monetary payments to teachers whenever they're assigned more students than the con-

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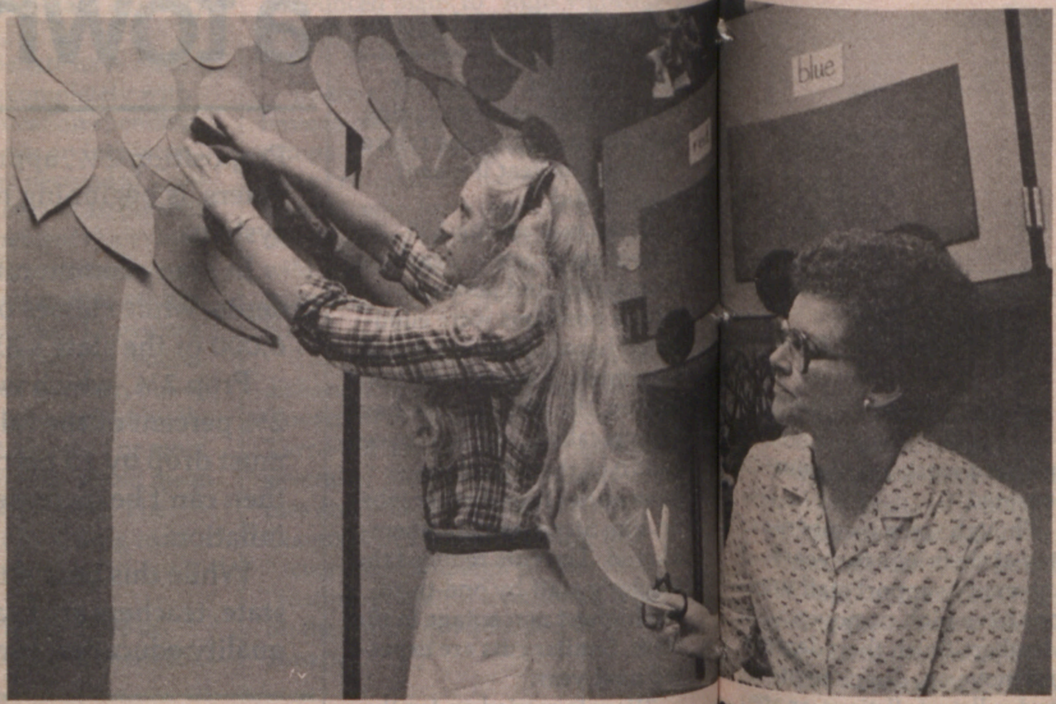

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The Salt Lake school district bought into the SLTA effort, providing funds, administrative support, and released time for the "peer counselors," as the 20 veteran teachers are called. ☐

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"The teachers did the natural thing," Anderson laughs. "They called NEA and asked for a suitcase of gerbil grub."

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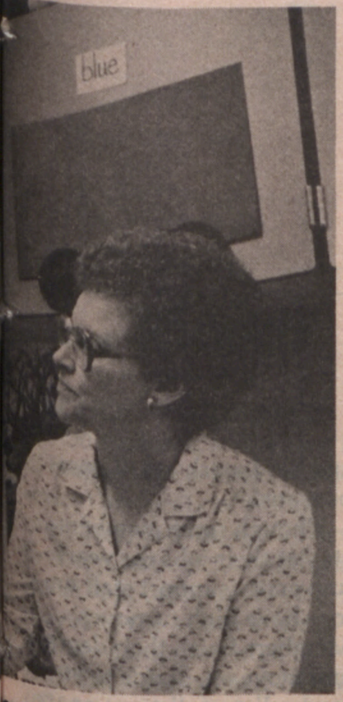

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► IEA is meeting with the state department of education, PTA, school boards association, and administrators association in a coalition to prepare a joint school funding proposal for the legislature.

► IEA will push for establishment of a stronger severance tax on all nonrenewable resources. The last legislature passed a 2 percent severance tax, but only on oil and gas, which are not yet being produced in the state.

► The 1981 legislature appropriated only $195 million for public schools, barely a 3 percent increase over the prior year. IEA gathered more than 12,000 signatures in less than a week on petitions urging the governor to veto the appropriation bill and the legislature to reconsider its revenue projections. Governor John Evans vetoed the bill, agreeing that the appropriation was too low, but both houses of the legislature overrode his veto—the first such override since the 1940's.

► IEA has called on NEA to fund an in-depth investigation of the state's tax and school finance structure, with the report to be released prior to the 1982 legislative session.

Exacerbating the state funding shortfalls is a three-year-old initiative limiting local property taxes to 1 percent of market value—a carbon copy of California's Proposition 13. More than a third of the state's 115 school districts have passed override levies each year since 1978 just to maintain operations. ☐

PENNSYLVANIA: PSEA fights school boards' bill to suspend state school code

HARRISBURG—A bill drafted by the Pennsylvania School Boards Association (PSBA) and now before the House education committee of the General Assembly would place a two-year "moratorium" on all public school program mandates.

The measure would amend Section 1 of the Pennsylvania school code to read: ". . . During the school year 1981-82 and 1982-83, [school boards] may provide for school programs, policies, and related activities without regard to the requirements of any other provisions of this act or any rule or regulation of the State Board of Education or the Department of Education."

"As absurd as this bill is, we cannot assume it will be defeated," says Pennsylvania State Education Association (PSEA/NEA) President Jacque Angle. The bill has 31 cosponsors. PSEA is urging its members to contact their representatives in the House and demand that the bill never be moved out of committee.

"What this bill actually says is that the rich districts will go on providing extensive education programs and the poor districts will peel back programs in order to save money," Angle points out.

"As far as we're concerned, this is one more attempt by the anti-public school extremists to destroy public education for Pennsylvania's kids. If enacted, it would produce sheer chaos for all education in this state." ☐

ALASKA: Association serves unique 'frontier' needs

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NEA-Alaska gives new meaning to the slogan 'Service to Teachers,' " says Bill Potter, a Juneau teacher and member of the NEA Board of Directors. "In most of the state, living conditions are so harsh, and the villages so small and isolated, that people really do take care of one another."

" 'Veggie service' is automatic," NEA-Alaska Executive Director Bob Manners points out. "Nobody flies to a village in the bush without taking a trunk of fresh vegetables along."

The special needs of teachers in the 49th state are reflected not only in NEA-Alaska's unique services, but also in collective bargaining agreements. Several NEA contracts grant teachers and their families district-paid flights to Anchorage for "rest and recreation." To facilitate communications, contracts in remote areas give local associations time on school board radio stations and, on a space-available basis, seats on board-owned airplanes.

In addition to high salaries, some of them topping out well above $40,000, many contracts also provide housing subsidies. In the North Slope—a district of eight villages spread over an area twice the size of South Carolina—the NEA contract gives teachers not living in district-owned apartments $200-a-month allowances.

The scarcity of housing is a severe problem. It helps account for the high teacher turnover—up to 50 percent a year in some districts. Last year, for example, a teacher in Akiak—400 miles west of Anchorage—was compelled to rent the local jail for lack of any other accommodations.

Where it is available, housing is often primitive. Typical furnishings are a bed, a simple table and chairs, a wood-burning stove, and packing crates for personal effects. Worse yet, the fury of the elements ravages all but the stoutest of buildings. Former NEA-Alaska President Carolyn Doggett tells of a teacher who mounted a wind gauge in his living room to measure the gusts that roared through his cabin.

To improve the situation, NEA-Alaska is pressing the state legislature to finance teacher housing projects. Local associations have ameliorated conditions by negotiating contractual guarantees that washing machines, dryers, ovens, and other major appliances must be installed in school buildings for the communal use of teachers.

"For all its difficulties," NEA-Alaska President Don Oberg says, "teaching on America's 'last frontier' offers rewards available nowhere else. Just surviving the long, cold, dark winters is challenging. Learning the native culture is fascinating. And there's a closeness between teachers and pupils that makes it all doubly worthwhile." ☐

SPOTLIGHT ON SUPPORT STAFF

New England's university support employees gain clout

'It helps to have an organization behind you'

Educational support staff who work in New England's public universities face challenges peculiar to the world of academe, but they also share the basic problems of support workers everywhere: low status, often limited job mobility, and low pay.

Most workers in college support staff positions are women. Many are single parents trying to support one or more children; many work two jobs to make ends meet.

Most hold secretarial jobs, though computer operators, library clerks, lab technicians, animal room caretakers, and a variety of other workers are also classified as support personnel. Their salaries are rarely over $10,000 a year.

Support staff members usually hang on because they like the college atmosphere. Some came as students and never left. Others have deep family roots in the college community. A number of support staffers take advantage of tuition-free college classes.

Employees range from the young to the not-so-young, from militant to let's-not-rock-the-boat. All are affected by occupying the low rung on the college personnel ladder. Many feel that their loyalty and hard work are ill-compensated.

Though some members stay at their jobs for years, university support staff unions have high turnover. Members finish their degrees and move on, decide to attend college full-time, or are promoted out of the unit.

. . . Rhode Island

KINGSTON—Shortly after the Association of Clerical-Technicals (ACT) at the University of Rhode Island campus here affiliated with NEA-Rhode Island in 1976, its members found it necessary to strike.

After virtually shutting down the 15,000-student campus, support staff employees found the administration willing to bargain through the night to provide ACT's first contract.

"Our pay averaged $6,500 in 1976; now it averages $9,500," reports ACT president Veronica "Chickie" Briggs, who was also active in the union back when it was affiliated with the American Federation of State, County and Municipal Employees.

Classified as a "principal clerk-typist," Briggs has worked at the university for 18 years, in the industrial engineering department. Recently she started taking advantage of URI's tuition waiver for employees and their dependents, a benefit negotiated by ACT. Briggs is working on her B.A.—in labor relations, appropriately enough.

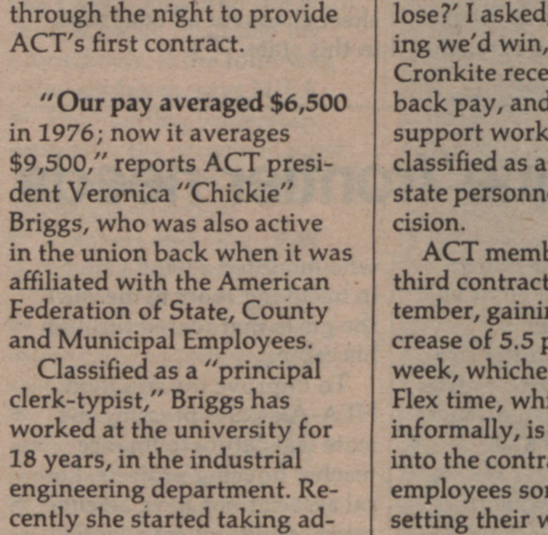
One of ACT's major victories was winning a grievance to reclassify many of the 465 members of the bargaining unit. Delores Cronkite, secretary to the chair of the education department, was asked to serve as the test case. " 'What do we have to lose?' I asked, never dreaming we'd win," she recalls. Cronkite received $1,000 in back pay, and another 50 support workers were reclassified as a result of the state personnel board's decision.

ACT members ratified their third contract in late September, gaining a pay increase of 5.5 percent or $20 a week, whichever is greater. Flex time, which has existed informally, is now written into the contract, allowing employees some freedom in setting their work hours.

Key improvements in fringe benefits include better health and dental care, vision care, a prescription drug rider, and improved compensation for accrued sick leave, overtime, and evening duty.

Earlier this fall, ACT initiated a noontime job demonstration of several hundred university employees against the university's long-time policy of "monthly hires"—people who are put on a month-by-month payroll and receive no benefits, yet do bargaining unit work. Cooperating with ACT were two of NEA-RI's other affiliates here (for middle management and campus physicians) and four other campus unions. All seven units work together in a campuswide Union Coalition.

By the afternoon of the demonstration, an employee who had been on the payroll more than 30 days without ACT's approval had been hired as a regular employee, and ACT had reached agreement with URI to sharply restrict "monthly hires." ☐



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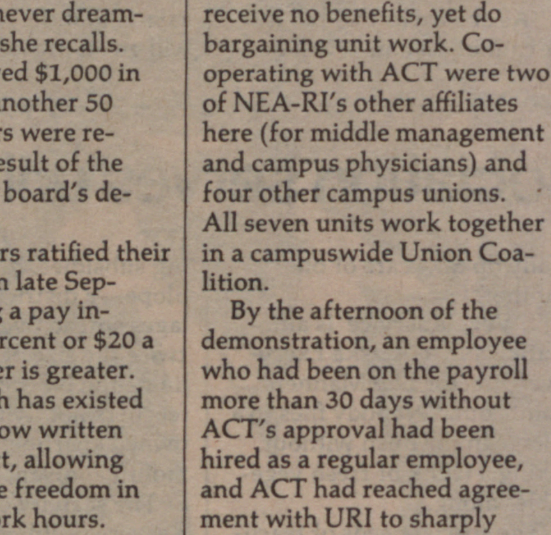


Delores Cronkite, secretary to the chair of the URI education department, won a pay increase of nearly $1,000 as a result of grievance demanding reclassification.

. . . Massachusetts

AMHERST—The University of Massachusetts campus here has "the worst anti-labor reputation among our state's universities," asserts Martha McLean, treasurer of the University Staff Association (USA), an affiliate of the Massachusetts Teachers Association and NEA.

An impersonal, bureaucratic administration has been the catalyst for the increasingly active staff union. McLean joined USA when a pregnant woman in her office was fired. She had just one week to go to complete her probation period. "That's when I joined the union, and now I'm more committed than ever," McLean says.

USA's past president Carol Rhodes, a switchboard operator turned mail clerk, says, "The main benefit of a union is that it helps the little people. You can't fight the state without an organization behind you. Before, we had to just accept changes in jobs or pay; now at least we can talk to management."

Before affiliating with MTA in 1977, USA had been a Massachusetts State Employees' Association local which had failed to negotiate a contract. Support workers had gone three years without a pay raise.

USA members are no longer meek. When the state ran out of money to pay salaries this past July 1 because the legislature had failed to enact a state budget for the new fiscal year, USA members joined faculty and other university employees in protesting on campus and marching on the Statehouse in Boston.

POWER WHERE IT COUNTS
MTA NEA

"Lots of times I end up being a sounding board for members," says Richard Tuttle. A union steward, he resolved complaints this summer about high temperatures in the non-air-conditioned sections of the U Mass library.

"We also set up picket lines in front of the administration building when we weren't getting the retroactive pay due under our contract," recalls USA's current president, Lynn Washburn-Bouanaka. "When our health maintenance organization was threatened, our members called their legislators and the governor's office. An aide to the governor finally called and said, 'Make them stop!' "

Recent USA victories have included forcing the administration to discuss employee parking fees before attempting to raise them; ending "voluntary" therapy sessions required of employees by the former director of student activities; and killing the administration's proposal to install time clocks for clerical workers.

"Without the union, working conditions on this campus would be intolerable," says Washburn-Bouanaka. ☐

. . . Maine

ORONO—This campus of 10,000 students, located north of Bangor, is the largest of the seven University of Maine campuses, and the workplace for over half the 1,000 educational support members employed in the Maine system.

They are represented by ACSUM—Associated COLT (Clerical, Office, Laboratory, and Technical) Staff, University of Maine—an affiliate of the Maine Teachers Association and NEA. Negotiations for a first contract are now under way.

“We're seeking binding arbitration and higher salaries, as well as better sick leave, health insurance, and vacation benefits,” says ACSUM Orono campus president Jessica Harrington. Until last spring, she also served as ACSUM's statewide president.

Most support staff employees earn $7,000 to $10,000. “I work ten months and gross $8,000,” Harrington notes ruefully. Her position involves supervising 15 graduate assistants and setting up the lab for biology and botany.

She would like to continue working at the University of Maine if she can become classified as a professional, eligible for a salary ranging from $9,000 to $15,000. “If I can't,” she says, “I'd eventually like to move full-time into landscaping and run a nursery.” With her husband, who teaches high school biology, Harrington runs Maine's largest Christmas tree farm.

Some of ACSUM's most devoted supporters don't really care much for unions—except for their own.

Barbara Corley, longtime secretary in the education department, explains, “I didn't like unions—but I could see that nothing was going to be done without one. Things were getting worse instead of better. The more I did, the more I was expected to do—and for no more money.”

Corley determines how much credit transfer students will receive for out-of-state courses—a function that used to be handled at the assistant dean level. “I enjoy doing it,” she says, “but I would also enjoy being compensated for what I do.”

Jean Berger, an administrative secretary, has worked here for 11 years, 9 of them in the philosophy department. At one point she threatened to leave, but the department chairs were finally able to get their administrative secretaries reclassified to a higher pay level, so she stayed.

“I've always been anti-union before,” admits Berger, “but now I believe we have an alternative in ACSUM. I feel strongly that we need a representative, because the university administration has taken advantage of us.”

Soon ACSUM support staff throughout Maine will have their contract, which is bargained systemwide. Then they plan to begin a membership drive and continue to build a vigorous union. ☐

Lab technician Jessica Harrington, ACSUM president at U Maine's Orono campus, desperately wants a raise. “Students on the federal work-study plan make only 25 cents an hour less than I do,” she explains.

Towering over the children, Clyde Jean directs playground traffic at Yakima's Adams Elementary School.

An affectionate salute to a playground supervisor

YAKIMA, WASH.—*Clyde Jean is a member of the Yakima Association of Paraprofessionals, affiliated through the Classified Public Employees Association with the Washington Education Association and NEA. He inspired the following feature story, reprinted with permission from the* Yakima Herald-Republic.

He stands with legs apart, his bulky arms folded. A black baseball hat is pulled down, almost to his sunglasses; a thick, curly beard almost obliterates his face.

A giant figure, almost physically menacing, well over 6 feet, much more than 200 pounds.

A young girl, perhaps 8 years old, approaches the man and squints hard. “Mister Jean, could I please go to the bathroom?”

The tower leans. The head turns downwards.

“Yes, you may.”

“Thank you, Mister Jean.”

“You're welcome.”

The head resumes its upright position, the sunglasses survey the grass in front. Children are playing, children are laughing. And Clyde Jean, playground supervisor, has matters well in hand.

It's difficult to assess the impact Clyde Jean has had at Adams Elementary School, for he does so many things. Any job, any chore, almost any dilemma that arises in the large elementary school, Clyde can handle.

He's not a counselor but he can counsel, getting down on one knee to talk to a youngster at eye level. He's not a psychologist either, but he'll patiently walk hand-in-hand with a youngster who needs the special rapport. And more importantly, he'll know why it is needed.

Clyde, to echo the thoughts of teachers at Adams, is the essential person, the needed one to handle nearly any situation that arises. To John Gilmore, Adams principal, Clyde is simply “Mister Adams.”

“He's everything,” Gilmore enthuses. “Clyde's a good ‘people’ person. He knows first aid and he knows kids. He can deal diplomatically with kids and parents of all backgrounds. In any language.”

Besides all that, there are Clyde's physical characteristics. Strangers don't hang around Adams; in fact, they haven't been around for several years.

Because Clyde's there.

Clyde accepted the job as playground supervisor only as a means toward some Christmas money, and he told the principal straightaway that he'd stay only two weeks. That was six years ago.

“I'd been driving a truck, and before that I was a security guard. So I never considered doing this sort of thing full time,” he says. “But it kind of grows on you, you know, and with one thing and another . . . well, it's six years now and I'm still at it.”

The kindergartner had been in trouble. Again. The teacher sought Clyde on the playground, spoke quietly to him. Clyde nodded, glanced at the playground activity and headed toward the child.

He got down on one knee, patted the youngster gently on the shoulder. The child dried his eyes, then listened. A sober handshake followed and Clyde drew himself erect again.

“Nothing serious,” he explains. “He's just having a little trouble behaving. Be all right now, I think.”

Always there, “Mister Jean” lends an ear to a problem.

This year at Adams is all Clyde's, he points out, and all the kids in the playground have seen him every year of their school life.

“Playground supervision is not a role many teachers enjoy,” he says, “and when I first started there would be some discipline problems. I'd tow a kid toward the principal's office, and he'd be kicking and hitting me all the way.

“They don't do that any more,” he smiles. “I've learned a lot, and so have they.”

Although he has an associate of arts degree in police science, he's presently not interested in further education that might put him in the classroom.

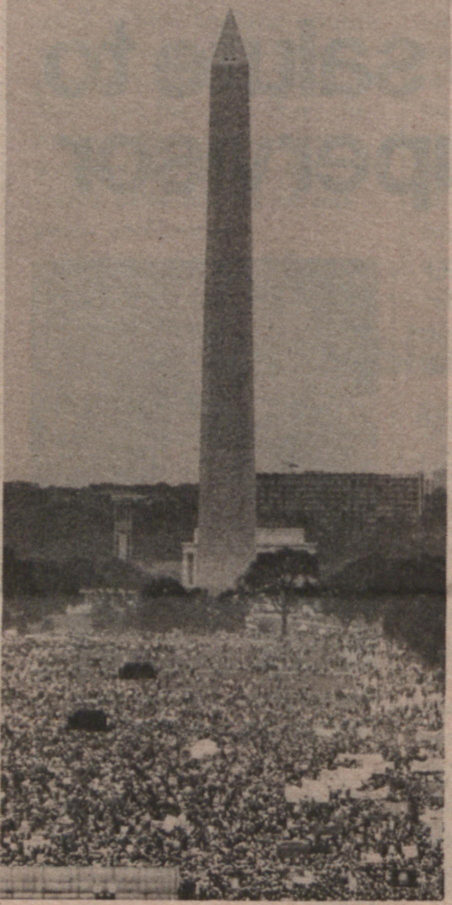
“I belong out here,” he says, sweeping his massive arms. “I am doing what I enjoy and a few other things, and that's what it's all about, isn't it?” ☐

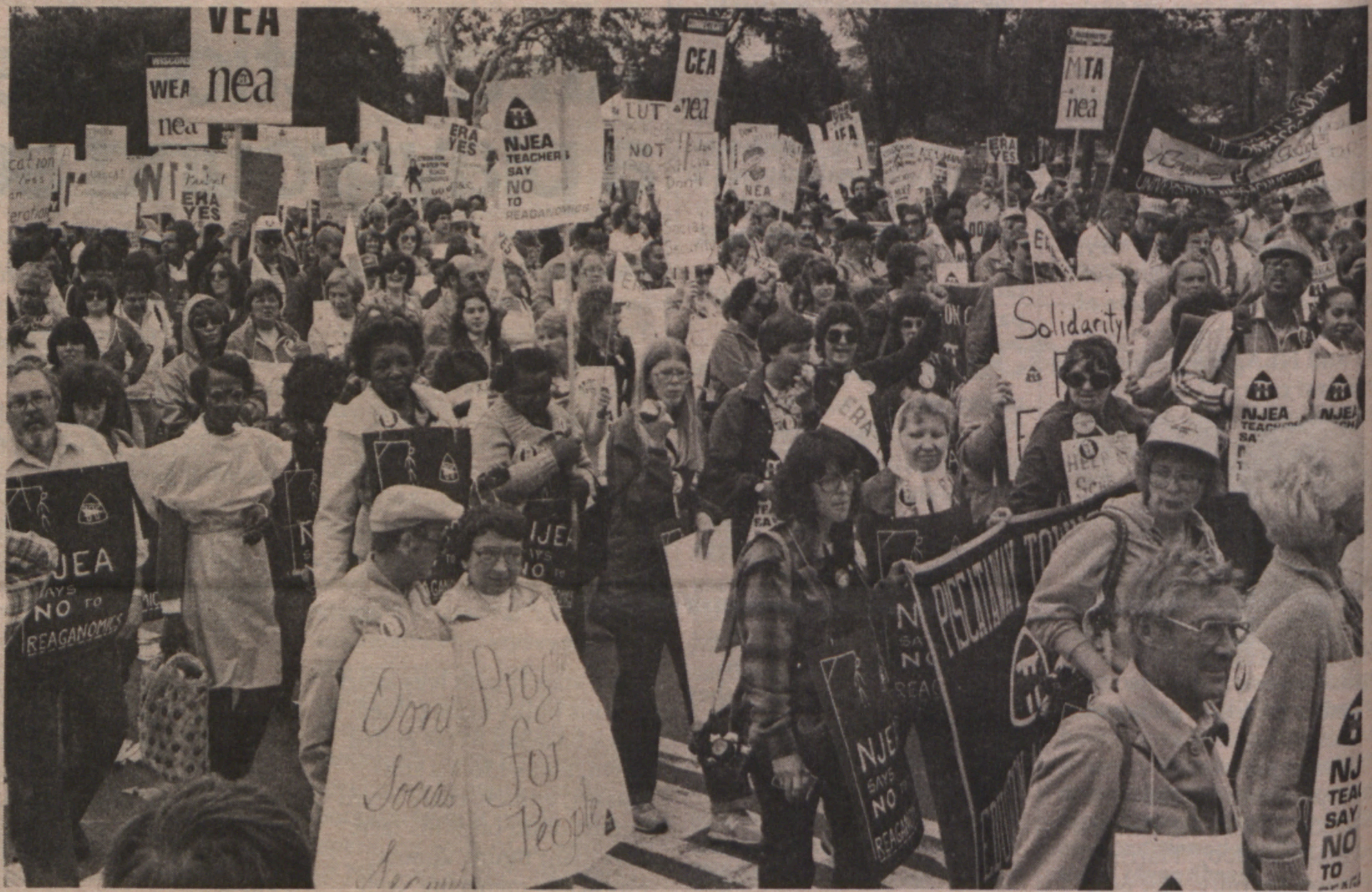
SOLIDARITY DAY

NEA members were there in force

WASHINGTON, D.C.—Some 5,000 NEA members were among the nearly 500,000 Americans from all walks of life who poured into the nation's capital on Saturday, September 19, for a massive march protesting President Reagan's economic policies.

At least 26 state affiliates, as well as Student NEA and the Overseas Education Association, were represented in the NEA contingent. Signs and banners carried the message. ☐




NEA
nea
CEA
NJEA TEACHERS SAY NO TO REAGANOMICS
ERA YES
MTA nea
Solidarity
NJEA SAYS NO TO REAGANOMICS

Regional conferences to address IPD issues

WASHINGTON, D.C.—NEA members are invited to participate in the 1982 regional Instruction and Professional Development conference in their area. Dates, locations, and topics for the six weekend conferences are as follows:

Southeast region—January 22-24, Nashville, Tenn. (Hyatt Regency)
Participants can choose one of three tracks: *Cadre Training*—preparing teams of teachers to deliver workshops on specific IPD topics; *Instructional Issues*—addressing such topics as sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan; *The Urban Initiative*—focusing on problems unique to teachers in urban schools. A special feature of this conference will be an "early bird" all-day workshop on using out-of-school TV experiences to aid basic skills instruction.

Western region—February 5-7, Forth Worth, Texas (Hilton Inn)
Sessions will focus on academic freedom, teacher education, sex equity in curriculum, materials on racial bigotry and the Ku Klux Klan, the new right and its effect on teaching, and other topics. The conference will also offer technical assistance and planning sessions to improve state and local organizing efforts.

Mid-Atlantic region—February 26-28, Washington, D.C. (NEA Headquarters)
This conference will feature a smorgasbord of workshops aimed at enhancing classroom skills, association work, and professional development. An "early bird" all-day workshop will focus on using out-of-school TV experiences to aid basic skills instruction. Other workshops will deal with sex equity in curriculum, computers in the classroom, assertive discipline, writing test questions on teacher-made tests, materials on racial bigotry and the Ku Klux Klan, IPD committee skills, NEA Profiles of Excellence, block grant funds, teacher competency testing, censorship, and teacher evaluation.

Northeast region—March 12-14, Boston, Mass. (Sheraton-Boston)
The conference will focus on ways to rally support for the public schools in financially troubled times. It will include workshop sessions on such topics as building coalitions and enlisting parental support. Additional sessions will cover teacher competency, testing, organizing around instructional issues, sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan.

Pacific region—March 19-21, Portland, Oregon (Benson)
Participants can choose one of three tracks: *Community Action, Teachers and Public Policy,* or *Negotiating Instructional Issues.* Workshops will also be offered on topics such as discipline, academic freedom, teacher education, time management, sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan.

Midwest region—March 26-28, Des Moines, Iowa (Airport Hilton)
This conference will address the new right, issues for teachers in the 1980's, communications, sex equity in curriculum, materials on racial bigotry and the Ku Klux Klan, and effective local IPD programs. NEA's new Profiles of Excellence on bilingual education, education of the handicapped, racial equality, student evaluation, and teacher education will be stressed. A conference track on *The Urban Initiative* will address problems and issues unique to teachers in urban areas.

Registration fee is $40. For registration forms and further information, write to Felicia Haynes, NEA/IPD, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

TV/RADIO TIPS

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

Mr. Merlin—*CBS-TV, Wednesdays, 8-8:30 p.m. EST.* New comedy series starring Barnard Hughes as a 1,600-year-old sorcerer. At the producer's request, and with the cooperation of NEA and CBS affiliates, more than 100 teachers in some 30 cities previewed and evaluated the show prior to its October 7 premiere.

Live from the Met—*PBS, Saturday, November 14, 8-11:30 p.m. EST.* Soprano Renata Scotto stars in Puccini's "Il Trittico," a bill of three short operas.

Skokie—*CBS-TV, Tuesday, November 17, 8-10:30 p.m. EST.* Dramatic special based on a real 1977 incident. Citizens of Skokie, Illinois—many of whom are survivors of Nazi concentration camps—oppose a neo-Nazi demonstration in their Chicago suburb. Danny Kaye stars.

Orphans, Waifs and Wards—*CBS-TV, Thursday, November 26, 1:30-2:30 p.m. EST.* 'CBS Library' special starring John Shuck as Fagin (from Charles Dickens' *Oliver Twist*) and featuring three books that deal with children without parents.

Mystery at Fire Island—*CBS-TV, Friday, November 27, 11 a.m.-12 noon EST.* Another in the 'CBS Children's Mystery Theatre' series designed to develop children's reasoning skills.

Full Circle—*PBS, Friday, November 27, 1-1:30 p.m. EST.* Humorous magazine-format program reexamines the energy crisis and teaches youngsters practical ways to save energy around the house. A combined effort of Harvard University's Children's Television Practicum, the University of Michigan's Department of Communication, and the Children's Television Workshop.

Kidnapped—*Transmitted by satellite to almost 200 cable markets by Atlanta "Super Station" WTBS, Tuesday through Thursday, December 1 through 3, 8 p.m. EST.* A 6½-hour mini-series brings Robert Louis Stevenson's classic novel to life. David McCallum stars as fugitive hero Alan Breck Stewart. Teachers' guides have been mailed to all UniServ offices.

Barnard Hughes (left) stars as Merlin, the sorcerer of old, and Clark Brandon costars as his apprentice in CBS-TV comedy series, "Mr. Merlin."

NEA budget process under way for 1982-83

WASHINGTON, D.C.—The NEA Committee on Program and Budget has begun the budget-making process for the 1982-83 fiscal year, which begins September 1, 1982. Committee members are Eloise L. Anderson, NEA director for Wyoming; James M. Davenport, NEA director for Michigan; Bernie Freitag, NEA vice-president; Mary Hatwood Futrell, NEA secretary-treasurer; Beverly (Tiah) Lawrence, NEA director for Oregon; Leroy Wilson, NEA director for Florida; and John I. Wilson, NEA director for North Carolina.

The Committee's goal is to develop a balanced budget to present to the NEA Board of Directors at its May meeting for approval and distribution to state and local leaders. Final authority to adopt the annual budget rests with the NEA Representative Assembly in July.

The Committee, chaired by NEA Vice-President Bernie Freitag, held its orientation meeting in September and will meet January 15-17, February 15-17, and March 12-14, 1982, at NEA Center here. Committee meetings are open to NEA members.

In conjunction with NEA Regional Leadership Conferences, the Committee will hold six regional budget input hearings this winter to solicit ideas: **Southeastern States,** NEA Center, Washington, D.C., on January 9 or 10; **Mid-Atlantic States,** Columbus, Ohio, on January 9 or 10; **Midwestern States,** NEA Center, Washington, D.C., on January 30; **Pacific States,** in Hawaii or Montana, on February 27 or 28; **Western States,** Denver, Colo., on February 27 or 28; and **Northeastern States,** Boston, Mass., on March 6 or 7.

Written inquiries and suggestions on program content may be forwarded to Vice-President Freitag at NEA Center. Suggestions for inclusion in the budget should contain sufficient information to allow the Committee to reasonably ascertain cost implications and program worthiness.

NEA members may also provide budget input through any member of the Program and Budget Committee, through their NEA director, or through their local or state association. ☐

Notice of political activity rebate procedure

A nonmember of NEA who is required to pay an agency shop, fair share, or similar fee which is equivalent to dues of members to an NEA affiliate is eligible to receive a rebate of that portion of the fee which otherwise would be used by the NEA for political activity.

As used herein, the phrase "political activity" means (1) the administration of the NEA's independent political action committee (*i.e.*, NEA-PAC), (2) the determination and/or publicizing of the NEA's preference for a candidate for political office, (3) efforts to enact, defeat, repeal, or amend legislation which is not related to the working conditions (legislation establishing collective bargaining, professonal negotiation, or some other system of employer–employee relations shall be deemed related to working conditions), welfare, or working environment of employees represented by the NEA and/or its affiliates, or (4) contributions to charitable, religious, or ideological causes.

A nonmember may request a rebate by sending a written communication to:

Political Activity Rebate
Office of State Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, DC 20036

The communication must include a statement by the nonmember that he or she is not a member of the NEA, objects to the expenditure by the NEA of any portion of his or her fee for political activity, a request for a rebate, and the following information: (1) the name and address of the nonmember; (2) the position in which the nonmember is employed; (3) the name of the NEA affiliate which is the nonmember's collective bargaining representative; and (4) the amount of the fee which the nonmember is required to pay to the collective bargaining representative for the membership year in question.

The communication must be postmarked not more than thirty (30) days after the nonmember paid any portion of the fee to the collective bargaining representative, or the posting of a Political Activity Rebate Notice by the collective bargaining representative, whichever is later.

The amount of a nonmember's rebate is determined by multiplying the amount that he or she is required to pay to the NEA during the membership year in question by the percentage of the NEA budget which is expended for political activity during that year.

A preliminary determination has been made that during the 1981-82 membership year 8.7 percent of the NEA budget will be expended for political activity. After the membership year has ended, a final determination will be made on the basis of the amount actually expended for political activity. Each nonmember who requests a rebate will be notified in writing of the amount to which he or she is entitled and the procedure for payment.

If service fees charged to nonmembers are established at an amount less than regular dues and the difference is greater than the actual rebate, the full rebate will be considered to have been paid to the nonmember by virtue of the reduction. If the difference is not greater than the rebate, nonmembers will be entitled only to that portion of the rebate which exceeds the difference between regular dues and the reduced fees. ☐

Paul Bower exemplifies the best in the teaching profession as he completes his 3,500-mile, coast-to-coast bicycle trip.

Teacher's coast-to-coast bike ride honors memory of a former student

DOVER, DEL.—A Delaware State Education Association/NEA member here pedaled his way across 14 states this summer to help the American Cancer Society and to fulfill a promise made to a former student.

Paul Bower, fourth grade teacher at the Dover Air Force Base Elementary School, had promised to visit 9-year-old Rusty Ostler, a former student who had moved to California for cancer treatment. Bower said he would make the visit in June even if he lacked the round-trip airfare and had to bicycle back home.

Rusty died before June, but the promise didn't. Bower flew to California, visited Rusty's parents, and then started pedaling, collecting pledges for American Cancer Society chapters as he went.

He arrived back in his home town of Wyoming, Del., to an old-fashioned hero's welcome as the town council proclaimed "Paul Bower Day." ☐

Single-parent families on the rise

WASHINGTON, D.C.—Teachers and other school employees are well aware that more and more American children are growing up in single-parent households. National statistics show just how widespread this experience is becoming.

In 1970, more than 8 million children—11.9 percent of the total U.S. population under age 18—lived in one-parent families. By 1979, while the total number of children was down by about 10 percent, the number living with one parent had grown to over 11 million—18.5 percent, or almost one in five.

The Population Reference Bureau predicts that as many as 45 percent of all U.S. children born in 1977 will live as members of a single-parent household for at least several months before they reach age 18. ☐

Can you quit smoking?

WASHINGTON, D.C.—The American Cancer Society challenges you to give up smoking from midnight to midnight, Thursday, November 19, during the fifth annual "Great American Smokeout."

The 1981 Smokeout aims to help those nine out of ten cigarette smokers who have said they would like to quit. A Gallup poll showed that about half the almost 5 million Americans who quit smoking on last November's Smokeout Day were still off cigarettes as much as 10 days later.

Tips for getting through the day without smoking:

► Don't carry a lighter or matches.

► Wrap your cigarettes in paper and secure with a rubberband.

► Eat fresh fruit or other snacks, or chew gum.

► Exercise to relieve tension; climb stairs.

► Tell your friends you're quitting.

► Ask smokers not to light up near you.

► Treat yourself kindly—to a movie, a nap, music.

And good luck! ☐

SKIP
NOV.
19th.

On November 19, we'd like you to stop smoking cigarettes for 24 hours. It's worth a try. Because if you can skip cigarettes for a day, you might discover you can skip 'em forever.

THE GREAT AMERICAN SMOKEOUT
American Cancer Society

This space contributed by the publisher.

ROLL-CALL VOTES OF NEA DIRECTORS

Board approves budget adjustments, extends NEA contract with AMPR

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter*. Two such votes were taken at the September 25-26, 1981, Board meeting.

Subjects of roll-call votes:

#1: To authorize budget adjustments as recommended by the Executive Committee. (118 YES, 7 NOT VOTING, 1 ABSENT and replaced by alternate)

#2: To approve a two-year extension of the contract with the Asociación de Maestros de Puerto Rico (AMPR) and to authorize an appropriation of $130,000 from the contingency fund for implementation of the 1981-82 funding arrangement. (116 YES, 9 NOT VOTING, 1 ABSENT and replaced by alternate)

Key:

'Y'—voted in favor
'NV'—vote not recorded
'O'—absent from meeting
'*'—alternate director
'**'—submitted statement of position on the issue

NAME	STATE	ROLL CALL 1	ROLL CALL 2
Dotson	Ala.	Y	Y
Jones	Ala.	Y	Y
Potter	Alaska	Y	NV
Beachem	Ariz.	Y	Y
Guy	Ariz.	Y	Y
Johnson	Ark.	Y	Y
Curfman	Calif.	Y	Y
Estrellas	Calif.	Y	Y
Foglia	Calif.	Y	Y
Hodgkins	Calif.	Y	Y
Kuiper	Calif.	Y	Y
Logue	Calif.	Y	Y
Shaw	Calif.	Y	Y
Vick	Calif.	Y	Y
Bradshaw	Colo.	Y	Y
Lansford	Colo.	Y	Y
Gagliardi	Conn.	Y	Y
McLean-Waller	Conn.	NV	NV
Testerman	Del.	Y	Y
Winter	D.C.	Y	Y
Scott	Fla.	Y	Y
Wilson	Fla.	Y	Y
Scott	Ga.	Y	Y
Wright	Ga.	Y	Y
Elento	Hawaii	Y	Y
Hovey	Idaho	Y	Y
Barrow	Ill.	Y	Y
Fitch	Ill.	Y	Y
Mishler	Ill.	Y	Y
Miller	Ind.	Y	Y
Moudy	Ind.	Y	Y
Gilchrist	Iowa	Y	Y
Halliburton	Iowa	Y	Y
Lewis	Kansas	Y	Y
Steele	Kansas	Y	Y
Harvey	Ky	Y	Y
Morton	Ky	Y	Y
Coleman	La.	Y	Y
Scott	La.	Y	Y
Sullivan	Maine	O	O
*Supranovich	Maine	Y	Y
Jones	Md.	Y	Y
Kuker-Kihl	Md.	Y	Y
**Dunn	Mass.	NV	NV
Gilmore	Mass.	Y	Y
Johnson-Taylor	Mass.	Y	Y
Christian	Mich.	Y	Y
Davenport	Mich.	Y	Y
Smith	Mich.	Y	Y
Speicher	Mich.	Y	Y
Zook	Mich.	Y	NV
Bauermeister	Minn.	Y	Y
Etter	Minn.	Y	Y
Holman	Minn.	Y	Y
Bradley	Miss.	Y	Y
Austin	Mo.	Y	Y
Johnson	Mont.	Y	Y
Kaldahl	Nebr.	Y	Y
Anderson	Nev.	Y	Y
Jenis	N.H.	Y	Y
Gibson	N.J.	NV	NV
Goldman	N.J.	Y	Y
Graham	N.J.	Y	Y
Parish	N.J.	Y	Y
Walters	N.J.	Y	Y
Eachus	N. Mex.	Y	Y
Cleveland	N.Y.	Y	Y
Washington	N.Y.	NV	NV
Cummings	N.C.	Y	Y
Rader	N.C.	Y	Y
Wilson	N.C.	Y	Y
Gallagher	N. Dak.	Y	Y
Abel	Ohio	Y	Y
Dorsey	Ohio	Y	Y
**Potts	Ohio	NV	NV
Rudd	Ohio	Y	Y
Savage	Ohio	Y	Y
House	Okla.	Y	Y
Jewell	Okla.	Y	Y
Lawrence	Ore.	Y	Y
Lee	Ore.	Y	Y
Mosher	OV	Y	Y
Farr	Pa.	Y	Y
Huntley	Pa.	Y	Y
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
Wyland	Pa.	Y	Y
del Valle	P.R.	Y	Y
Mello	R.I.	Y	Y
Cooper	S.C.	Y	Y
Horgen	S. Dak.	Y	Y
Akers	Tenn.	NV	NV
Martin	Tenn.	Y	Y
Pike	Tenn.	Y	Y
Foster	Texas	Y	Y
Harrell	Texas	Y	Y
Hilger	Texas	Y	Y
Hunt	Texas	Y	Y
Stacey	Texas	Y	Y
Peterson	Utah	Y	Y
Scott	Vt.	Y	Y
Coffey	Va.	Y	Y
Gant	Va.	Y	Y
Nelson	Va.	NV	NV
Amos	Wash.	Y	Y
Horne	Wash.	Y	Y
Wahlquist	Wash.	Y	Y
Keeney	W. Va.	Y	Y
Carlin	Wisc.	Y	Y
Lewandowski	Wisc.	Y	Y
Schleife	Wisc.	Y	Y
Anderson	Wyo.	Y	Y
Bernat	SNEA	Y	Y
Duncan	SNEA	Y	Y
Benson	At Large	Y	Y
Sproul	At Large	Y	Y
Treibley	At Large	Y	Y
Burse	Ex. Com.	Y	Y
Fujimori	Ex. Com.	Y	Y
Mack	Ex. Com.	Y	Y
Obermeyer	Ex. Com.	Y	Y
Owens	Ex. Com.	Y	Y
Woodard	Ex. Com.	Y	Y
Futrell	Ex. Com.	Y	Y
Freitag	Ex. Com.	Y	Y
McGuire	Ex. Com.	Y	Y

*******Patricia Ann Dunn* (Massachusetts) and *Robert J. Potts* (Ohio) were not present at the time of the roll-call votes but reported their affirmative positions on both issues.

NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

That's right, with your Association's AD&D program, $19 a year provides $130,000 of coverage for losses resulting from certain accidents—$30,000 for *any* covered accident (see benefits chart). Select the entire coverage for yourself or split it between you and your eligible dependents: the contribution remains the same. And, as a unified member, you are eligible for this protection at attractive group rates—and there's no medical examination to enroll! Just look at the chart below to see the outstanding benefits of enrolling in this plan, underwritten by The Prudential Insurance Company of America.

AD&D BENEFITS ARE PAYABLE AS FOLLOWS:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Increasing benefits . . . an added benefit of unified membership," up to a maximum of $50,000 for each member.

Add $4 for optional disability protection!

If you are under age 60, for just $4 more per year, you can have the additional protection of a Special Disability Benefit along with the basic AD&D coverage. This optional benefit assures you an income of $500 a month if you become totally disabled within 30 days after and as a result of an accidental injury. And it is payable *regardless* of any other coverage you may have.

This special benefit is for members only, and the injury must occur while you are insured for this benefit and before you reach age 60. Benefits begin after the 26th week of total disability and are payable while you remain totally disabled up to ten years or until age 65, whichever comes first.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training, or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Increasing benefits . . . an added benefit of unified membership.

You are entitled to even greater AD&D benefits for certain accidents when you remain continuously insured as a member under this plan for up to five years. The benefit payable to you for an accident on a public conveyance will increase $10,000 on each anniversary of your effective date of coverage (occurring after October 1, 1975) up to a maximum of $50,000. For example, after five years, a "Member Only" would be insured for $180,000: $130,000 + $50,000!

Important facts about AD&D coverage:

AD&D benefits—In any one covered accident, one-half the full benefit amount is payable for loss of one foot, one hand or sight of one eye. The full benefit is payable if death or more than one such loss results from the same accident. For persons under age 70, AD&D benefits are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

*Time limitations are not applicable in Pennsylvania.

Eligibility—All unified members are eligible. Eligible dependents include: your spouse (unless legally separated); all unmarried children (including legally adopted, foster and step-children) between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. No one is eligible for dependent insurance while in active military service. Dependents coverage may be included when you enroll or at any time thereafter. Once dependents coverage is in effect, newborn children are automatically insured at the age of two weeks. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

A dependent's coverage will remain in effect until eligibility requirements are no longer met or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the unified association and continue to make your annual contribution. In the case of your death, your spouse will have the opportunity to arrange continuance of coverage for your covered dependents at that time until they are no longer eligible.

It's a fact: accidents do happen...

And they *can* involve you or someone you love. So think about the security offered by the full AD&D program with optional disability. Remember:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage, although the optional Disability Benefit is limited to unified members under age 60.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid no matter what other insurance you have.

Take advantage of this outstanding Association benefit. Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 with optional disability. Your insurance will become effective upon receipt of your initial premium payment and acceptance of your enrollment form by Prudential.

Exclusions:

Optional Disability Benefits are not paid until after the 26th week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

The program does not cover losses, or disability where applicable, resulting from: suicide or its attempt; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft, or if aircraft, it is being used for test or experimental purposes.

*Time limitations are not applicable in Pennsylvania.

Underwritten by:

Prudential

The Prudential Insurance Company of America
Licensed in all states,
Principal Office, Newark, New Jersey

UNIFIED SPECIAL SERVICES

NEA...Working for you

ORD 70075 Serial U

ENROLLMENT FORM

R-11-81

NEA Accidental Death & Dismemberment Program
P.O. Box 433, Fort Washington, Pennsylvania 19034

Statements By Member To Be Insured
(Please print all answers)

NAME: ______ Last ______ First ______ Middle Initial

DATE OF BIRTH: ______ Mo. ______ Day ______ Year

RESIDENCE: ______ Street

______ City ______ State ______ Zip Code

BENEFICIARY AND RELATIONSHIP
(example Mary A. Doe, NOT Mrs. John Doe)

______ First ______ Middle Initial ______ Last

______ Relationship

ARE YOU A NEA MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:
☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60
☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED:
(please check one)
☐ Member only
☐ Member and spouse
☐ Member and each eligible child
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the NEA Members Insurance Trust. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______ 19____

SIGNATURE OF MEMBER ______

Make Check Payable to: NEA AD&D Insurance

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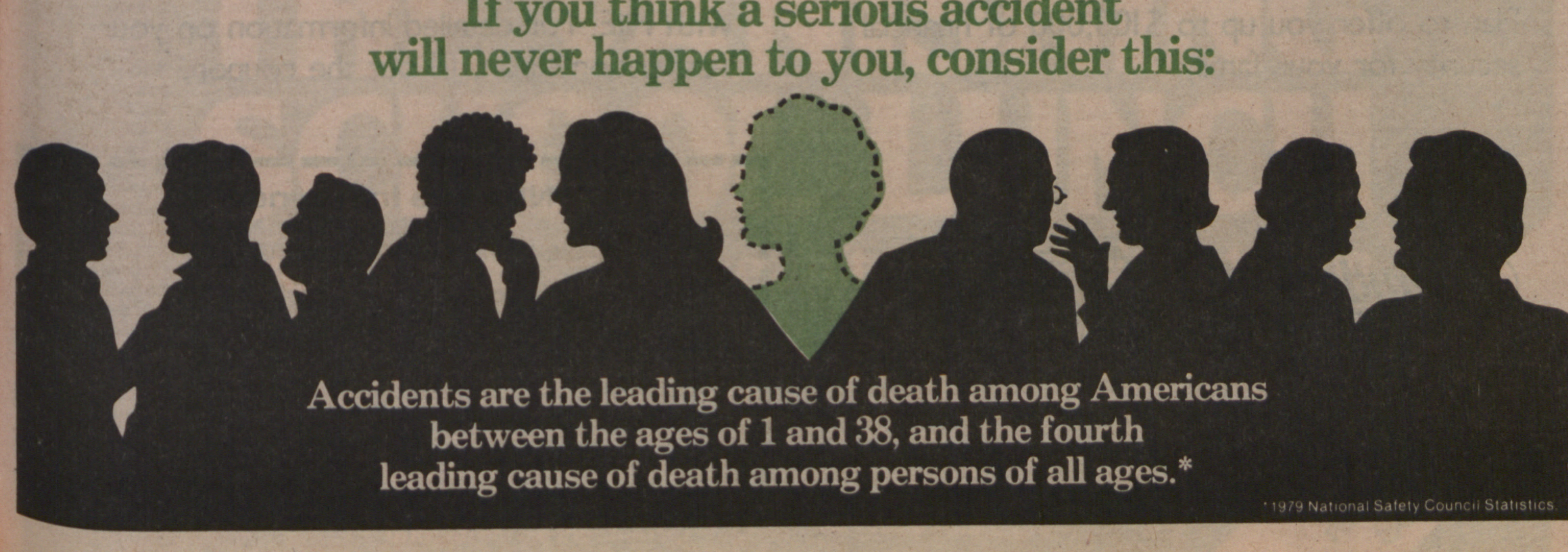

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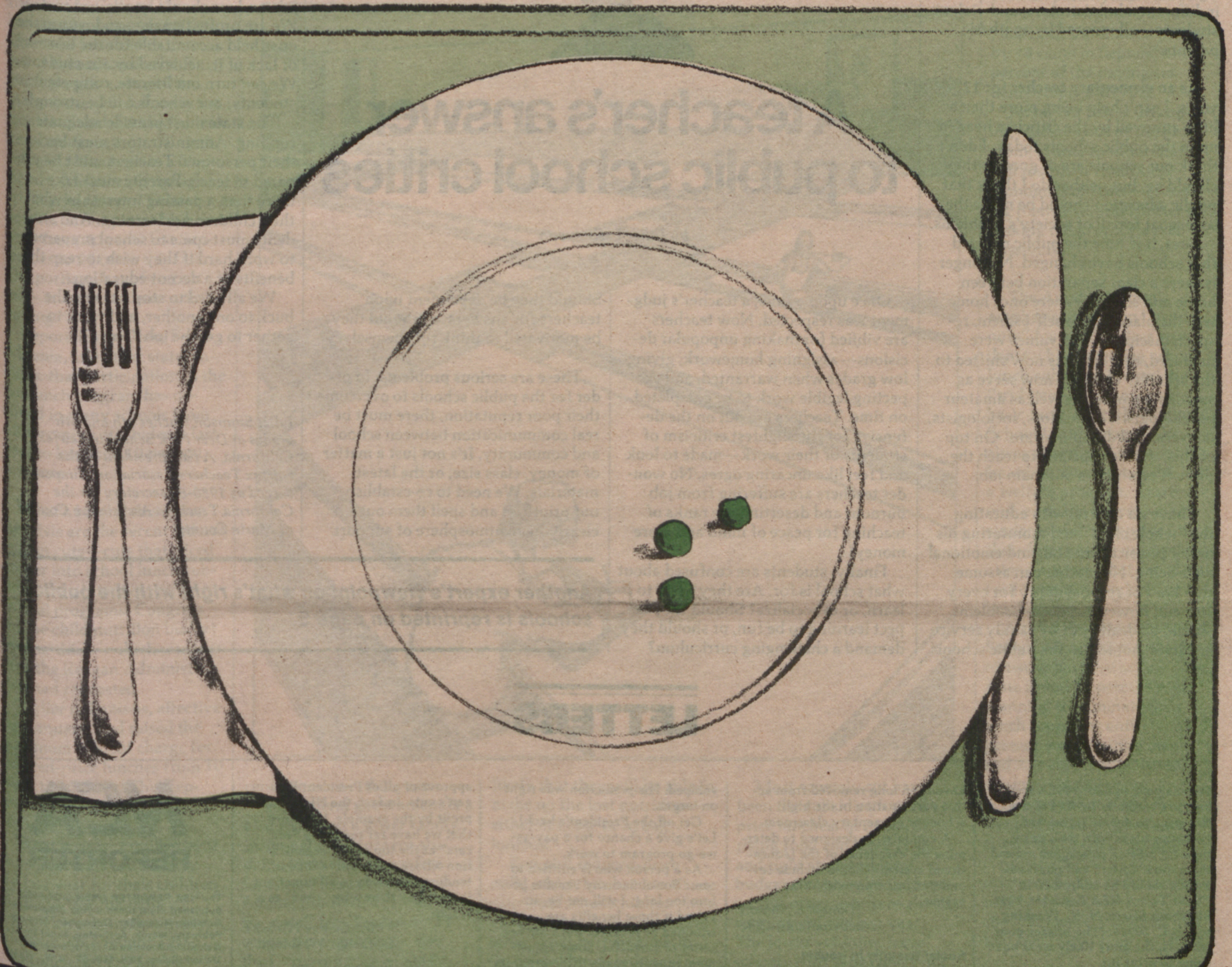

THE VANISHING SCHOOL LUNCH

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Attention, retired members: See page 10

YOUR TURN

A teacher's answer to public school critics

by Juliet L. Simpson

In recent months I've read a lot of magazine articles and seen a lot of television coverage on the "sad state of public education." The overriding tone is one of gloom and doom. One might conclude that our schools are inhabited by incompetent teachers, indifferent administrators, and violent students—all ignored by apathetic parents.

As an elementary teacher for 12 years, I can't help being more than a little annoyed by the criticism heaped upon the public schools today. I don't think our schools are as good as they should be, but neither do I think that public education should be made the scapegoat for all of society's problems.

First, it is time the public realized that schools have changed. No longer is there a clear separation between home and school. Where once home was the place where self-esteem, respect, discipline, and values were nurtured, that role has now shifted to the schools. Teachers now serve as surrogate parents as well as amateur psychologists, counselors, sociologists, lawyers, and disciplinarians. On top of this, we are expected to teach the three R's, which is our main job.

I have no quarrel with educating the "whole child" and monitoring his or her physical, mental, and emotional well-being. No teacher can assume that kind of responsibility for every student, however. Severe problems should be dealt with by family service agencies, not left to the public schools.

Once upon a time, a teacher's judgment was respected. Now teachers are vilified for making unpopular decisions—assigning homework, giving low grades when warranted, and expecting legible work to be completed on time. Teachers are put on the defensive for the slightest criticism of students or their work—made to look and feel like uncaring ogres. No wonder teachers are suffering from job burnout and deserting the ranks of teaching for peace of mind and more money!

Finally, students are confused about what school is for. Are they there to learn, or to socialize? Should they expect learning to be fun, or should they demand a challenging curriculum? Should they be dependent upon teachers for answers, or should they be motivated to think for themselves?

These are serious problems. In order for the public schools to overcome their poor reputation, there must be real communication between school and community. It's not just a matter of money, class size, or the latest materials. We need to re-establish our priorities and spell them out clearly in an atmosphere of support and mutual cooperation. All of us—teachers, administrators, parents, and students—need to take responsibility for our roles.

Teachers should stop feeling defensive and should stand up for themselves. We have been trained to do a job, and we should be allowed to do it. We are professionals—and we are the ones held accountable for the learning, or lack of it, achieved by our students. We *can* turn out literate, competent students; our schools *can* be strong!

The state must provide adequate funding. Administrators must back their personnel. Teachers must be prepared to teach. Parents must take more than a passing interest in what their children are learning. And students must come to school prepared to work hard if they wish to reap the benefits of a decent education.

We all need to stop passing the buck to one another, and work together to get the job done. ☐

Juliet Simpson teaches 4th and 5th grades at Deer Park School in Fairfax, California. A past president of the Fairfax Teachers Association, Simpson served as 1980-81 secretary for the California Teachers Association Council of Marin County.

Another expert's viewpoint on what's right with the public schools is reprinted on page 5.

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

One more adjective

I was impressed with the back cover "poster" on your September issue.

A glaring omission for at least half our membership could be corrected by the addition of a fourth line to read:

PROUD
POWERFUL
PROFESSIONAL
POOR

Dale Kosewick
Marble Falls, Texas

Makeup of new commission

Re your October article on the government's new National Commission on Excellence: I am in full agreement that education does need to be carefully looked at. . . . It does need to redefine its direction. But I find it hard to see how the membership of the commission can be totally objective. . . . There is only one "practicing" teacher listed. The 14 other members are nonteachers, high school administrators, and several persons who have been long removed from active participation in the high school or elementary classroom.

A commission designed to determine the excellence of the [educational system] should include several persons from within the system. . . .

Donald E. Stevens
Bellefontaine, Ohio

Social Security in trouble

Disability payments, especially for the young worker with a family, are exhorbitant. . . . Why a minimum benefit for people who've scarcely paid into the insurance system? Who wants a welfare dole from general revenue? And why a student benefit, something so difficult to administer it takes truant officers if you'd want to really check to see if the kids are college students!

Stupid Democrats added too many benefits to an earlier sound retirement system and they'd better start eliminating the programs before they bankrupt the entire system. . . .

Carol Johnson
Minneapolis, Minnesota

Social Security is under threat only because it was not set up properly to begin with. I am a man 62 years of age who has been a wage-earner ever since I completed high school in 1937. In that year I overheard an insurance man discussing the fledgling program. He stated plainly that it would become insolvent by 1980 unless it was revamped. His prediction was right on target.

Get off the President's back! Let's give a chance for a pay-as-we-go program to work.

As a person who is entitled to some Social Security benefits before too long, I will not be surprised if those benefits are trimmed or reduced. But I am not bitter or resentful. Some adjustment must be made if the program is to survive to any degree. My wife and I are just grateful that it was of considerable help to our parents and other older members of our family in their declining years.

Joe Shields
Tucson, Arizona

The Reagan cuts

The schools face a funding crisis because they have enjoyed tremendous, unprecedented federal funding support in the past 15 years. There has been so much Title I money in most districts that they didn't know what to do with it all. Schools have closets and shelves full of video equipment, televisions, teacher aids, etc., etc., etc.

Meanwhile, the government is in debt up to its ears and never had the money to fund this stuff in the first place.

David W. Holdefer
Baltimore, Maryland

I am thoroughly disgusted with your pretense that you speak for all teachers. I and many others approve of all of President Reagan's cuts. In fact, the NEA could profit by the example. I am sure that we have far too many "fat cats" at the top of our organization whose only motive for extending education in all directions is that they themselves profit as a result.

Mrs. George Watkins
Clarkston, Washington

I was thoroughly disgusted when I read the [October] *Reporter* and saw the letters from my fellow educators supporting Reagan. Our main job is to educate people, and we can't do that with all our funds cut off so Reagan can support the rich. We seem to be becoming a country of Robin Hood in the reverse. If teachers can watch education get wasted then I suggest they're in the wrong profession.

I also see many letters from obvious Moral Majority fans with their perverted Christianity. How can these people claim to be loving their neighbors when they cut aid to the elderly and handicapped, cut education, cut housing for the poor?

I was for a change when President Carter was in, but I at least have the intelligence to see the error of my ways. I want some of my hard-earned tax dollars to support me instead of the rich or the military or foreign countries whose friendship we try to buy.

Albert Kapustar
Adrian, Michigan

NEA
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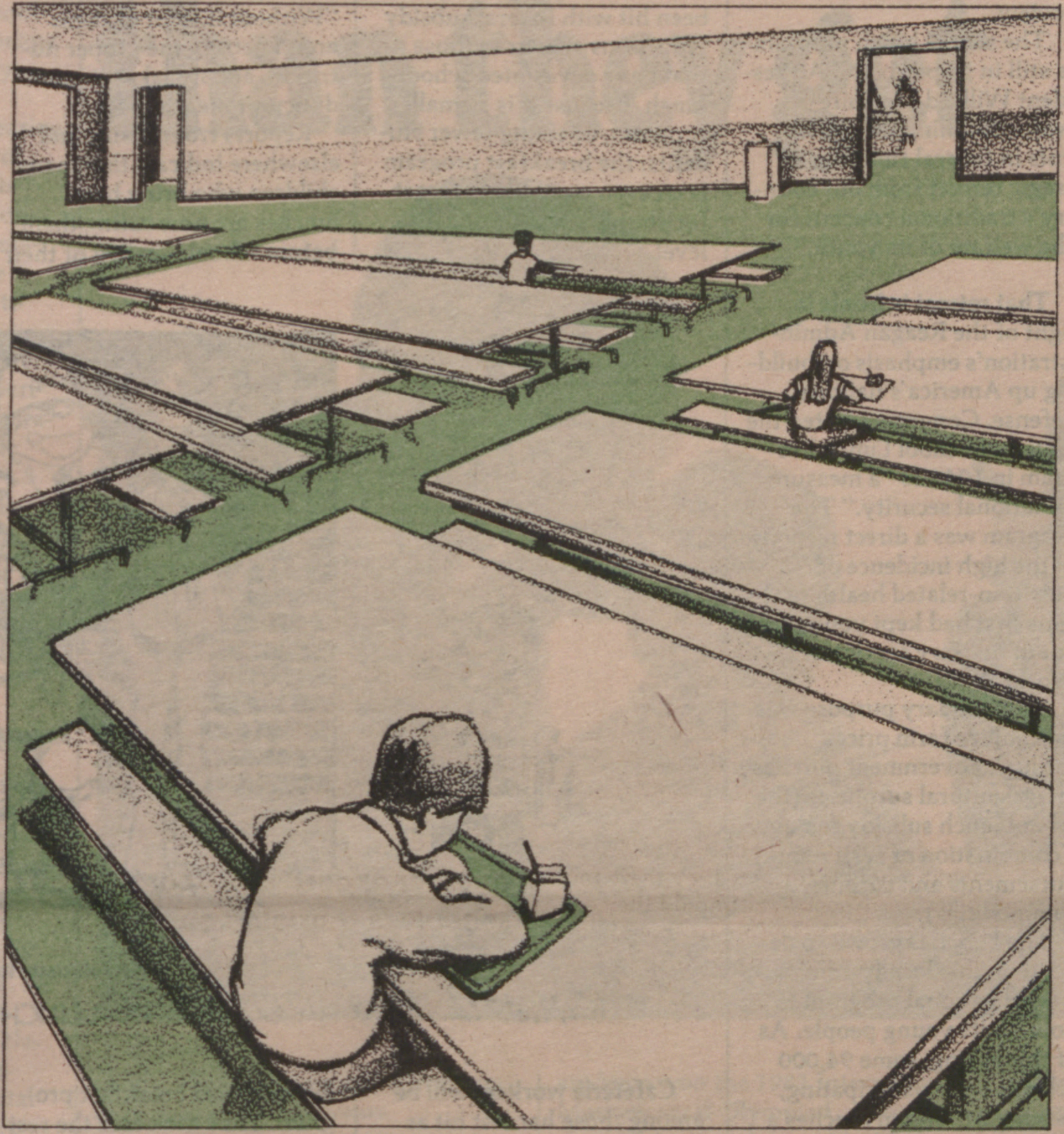
Federal budget cuts take a bite out of child nutrition

The facts and figures vary from district to district, but the general picture looks the same. NEA members in schools across the country report that school lunch prices have soared this fall to make up for the sharp drop in federal subsidies, and that fewer students are buying.

Unable to make ends meet, schools in Seattle, Washington; North Platte, Nebraska; and Pulaski County, Arkansas, were among the first of several hundred to drop out of the national school lunch program altogether. Many more will follow in the months ahead if today's bleak trend continues.

Flossie Henderson, a Normandy, Missouri, language arts teacher, says, "School lunches at our junior high went from 50 cents last September to 95 cents this fall. The portions have been cut too—and the students aren't buying."

Reports from Ohio, Pennsylvania, and other states indicate that participation in the hot lunch program has declined in many schools from 60 percent of all students last year to less than 10 percent this year.



What's behind this growing crisis are the recent federal budget cuts—cuts that sliced deeper into school lunch subsidies than into most other federal programs. Congress cut the child nutrition budget by one-third—which was less than the Reagan Administration had requested.

Earlier reductions, effective last January, had raised the maximum student charge for reduced-price lunches from 10 cents to 20 cents. This September it doubled again, to 40 cents.

What's more, families have to be poorer now than they did last year for their children to qualify for the reduced price. This means that many students who bought a 10-cent lunch last fall are expected to pay full price—75 cents or more—this year.

The federal government is also requiring a lower family income than before for students to be eligible for free lunches. These changes are forcing thousands of "working poor" families out of the school lunch program. And the October 1 cuts in food stamp allotments make it unlikely that they will be able to make up the lost nutrition either at home or in bag lunches.

Free and reduced-price milk, which has been available to all schoolchildren since 1954, is now limited to those schools not participating in the school lunch or breakfast program.

Most severely cut have been the subsidies for full-price lunches. In a time of rising food and labor costs and tight state and local budgets, many schools' food service programs were already running deficits last year. The lower subsidies leave schools with little choice but to raise the lunch price—or drop out of the program.

A year ago the price of school lunch for paying students averaged about 60 cents nationally. That average has risen by 25 cents this fall, with some high schools now charging as much as $1.50.

Hiking prices, districts know, is counterproductive. The rule of thumb is that for each penny the price goes up, student participation drops by 1 percent. Virginia's affluent Fairfax County raised prices by 15 cents in September; 19 percent of the paying students stopped buying.

As higher prices drive paying students out of the program, school food services will lose their traditional economies of scale—escalating their costs still further and making bankruptcy a real possibility.

The Administration's emphasis on ending "handouts" for middle-class students while targeting school lunch subsidies toward the "truly needy" ignores two basic facts. First, the National School Lunch Program has always been an across-the-board nutrition program, not a welfare program. And second, even the lowest-income students will be deprived of their free lunches unless they attend a school that can afford to continue operating a lunch program!

A recent National School Boards Association sampling of two school districts in each state found 28 percent were planning to eliminate their lunch programs entirely, 33 percent were limiting menus, and 25 percent anticipated closing some kitchens.

In September the U.S. Department of Agriculture (USDA) offered a "solution" for districts financially squeezed by the federal cuts: simply let schools serve cheaper meals! Congress had told USDA to review existing

Continued on next page

Reagan backs off on Social Security threats

WASHINGTON, D.C.—The Administration has apparently retreated from the massive Social Security benefit cuts it proposed to Congress last May—proposals that met with a storm of opposition. President Reagan is now calling for creation of a bipartisan study commission to study Social Security's financial soundness and to come up with a report by early 1983.

For the current fiscal year, at least, the Administration seems willing to go along with congressional moves to solve the short-range funding problem in the Old Age and Survivors' Insurance fund by transferring surpluses from the disability insurance and Medicare trust funds on a loan basis. NEA has supported such measures since the shortfall first became evident several years ago.

NEA is working with leaders of the House Ways and Means Committee and the Senate Finance Committee to repeal the 1977 government pension offset and to head off any hasty action to resolve long-range funding problems by raising the normal retirement age or taxing old-age benefits, as some have proposed.

Meanwhile, a bill to restore the $122-a-month minimum Social Security benefit—eliminated by Congress over the summer in response to the Administration's budget proposals—has passed the House and at press time was awaiting Senate action. There has been no move to reverse this summer's decision to phase out student benefits over a four-year period.

Still to come are the President's proposals for next year's budget, now being developed behind closed doors at David Stockman's Office of Management and Budget. These proposals will set the stage for further Social Security action during the second session of the 97th Congress, beginning in January.

In October 1 testimony before the House Budget Committee, Budget Director Stockman suggested that basic Social Security retirement benefits should not remain immune from future budget cuts. Too many Social Security recipients are getting "windfalls" because of the way Congress has set benefit formulas, he said. ☐

Cutbacks impair learning, eliminate lunchroom jobs

Continued from page 3

regulations with an eye toward finding ways to save districts money "without impairing the nutritional value of the meals."

But in its proposed new regulations, USDA ignored the myriad possible ways to reduce equipment, manpower, storage, planning, and other management costs that equal the cost of food. USDA addressed itself only to paring food costs—the one budget item where trimming directly penalizes kids (*see box on this page*).

To qualify for subsidies under the National School Lunch Program, lunches must provide one-third of the Recommended Dietary Allowance (RDA) for protein and 11 vitamins and minerals—a goal not always met even in good times, according to a recent General Accounting Office study. The effect of USDA's proposed new regulations would have been to cut this requirement to one-fourth of the RDA.

The more ludicrous of the proposals—such as allowing ketchup and pickle relish to count as vegetables, and cake or cookies to count as bread—drew outrage from the press and general public. "We know that balancing the budget won't be easy," one newspaper editorialized, "but surely the nation—awash in government-supported surpluses of grain and dairy products—can afford a full glass of milk and a whole piece of bread for every child."

In comments filed with the Agriculture Department, NEA's Office of Government Relations urged that the regulations be withdrawn or substantially revised. "Teachers are in a unique position to know the effects of nutrition on children in their daily activities," the comments stated. "They know that undernourished children in the classroom are less alert, slower to learn, less productive, and more prone to behavioral problems."

The Administration relented after three weeks and ordered the proposed rules withdrawn. NEA hailed the decision but termed it at best a limited victory, pending the outcome of further USDA review.

The school lunch program is still in jeopardy, NEA President Willard McGuire warned, calling the drastic cuts in federal funding "a tragic retreat from our country's traditional concern for the welfare of its youth."

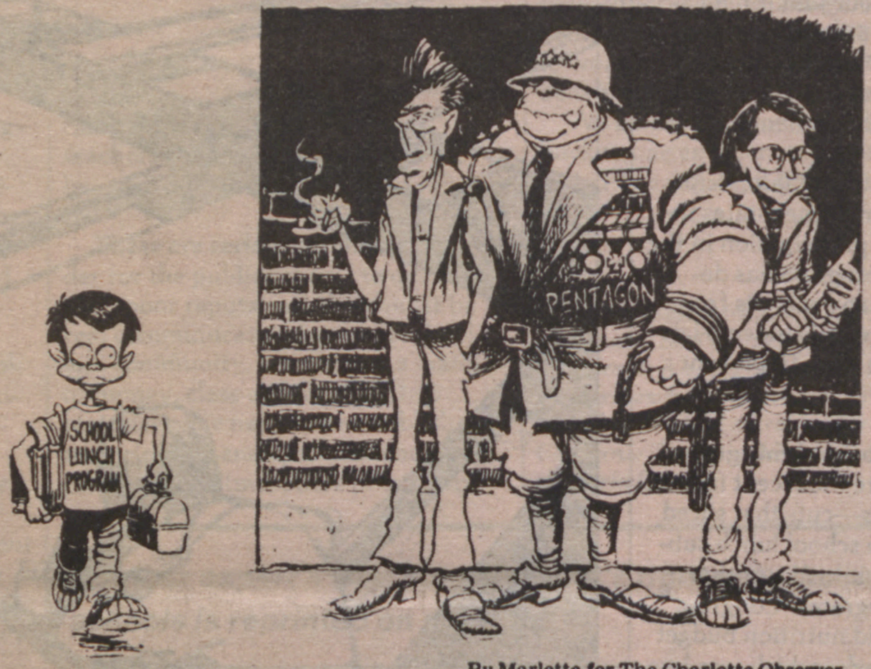
That retreat is ironic in light of the Reagan Administration's emphasis on building up America's national defense. Congress created the National School Lunch Program in 1946 as "a measure of national security." The program was a direct response to the high incidence of nutrition-related health problems that had kept young men out of military service in World War II.

Its secondary purpose was to stabilize farm prices through government purchase of agricultural surpluses (the school lunch subsidy remains a combination of cash reimbursements and surplus commodities).

The U.S. has grown to depend on this locally administered national program to nourish its young people. As of this spring, some 94,000 schools were participating, serving 27 million lunches a day, of which 55 percent were full price, 7 percent were reduced price, and 38 percent were free.

The school lunch program—one of the most successful nutrition programs in the world—has enjoyed bipartisan congressional support for years, partly because it benefits children across the board, in every congressional district. As many teachers have discovered, even children from more affluent homes are not always well nourished.

Federal funding levels remained fairly low until about 10 years ago, when free and reduced-price programs became mandatory, and the school breakfast program was created. The breakfast program, which served about 3.5 million children in 30,000 schools last spring, has now been hit with federal subsidy reductions similar to those that have devastated school lunch. Because it is a smaller program, affecting fewer students, the breakfast program is an even more likely target for shutdown at the local level.



By Marlette for The Charlotte Observer

"HEY, **WIMP!**....WHATCHA GOT IN THE LUNCH PAIL?"

Cafeteria workers will be among those hardest hit as students and entire schools drop out of the national lunch program. Many school kitchen employees are among the "working poor" who seem to be bearing the brunt of the federal cutbacks on so many other fronts as well.

Estimates are that for every 100 meals lost, one job is eliminated. The layoffs have already started.

The Littleton, Colorado, school district, for example, has begun serving simple lunches wrapped in paper two days a week and has cut 28 food service positions. Other districts in Colorado and elsewhere are experimenting with centralization—cooking at one site and then transporting lunches to surrounding schools. Many other districts report switching to convenience-food programs with disposable utensils.

Schools that opt out of the National School Lunch Program and start offering à la carte meals are not required to feed students who can't afford to pay full freight.

With fewer students participating in the school lunch program, teachers nationwide can already see the results. "We have a lot of kids who got their one balanced meal of the day in the school lunch," reports Delavan, Wisconsin, high school social studies teacher Bob Fitzsimmons. "Without it, a lot of them aren't getting the proper nutrition, and it makes it more difficult to teach them."

Reports from Maine and elsewhere indicate that many children who bring bag lunches are now eating them before school—in lieu of their discontinued breakfast program. They then face the rest of the day with no meal.

Students going through a school day on an empty stomach have a hard time caring about English literature, or fractions. Baltimore County, Maryland, elementary art teacher Shirley Aldinger points to yet another result of the federal subsidy cuts: "Cafeterias are starting to sell sugared drinks, potato chips, and other junk food again, to supplement their revenues. This garbage has a real negative effect on kids' behavior."

While billed as "saving tax dollars," the cutbacks may actually cost the government money in the long run. Hungry, malnourished students do less well in school, achieve lower levels of employability, are more likely to end up on welfare, and have higher health care costs later on.

In many ways, attractively priced school meal programs are *more* essential now than ever, due to—

- ► Inflation, which is making it harder and harder for many families to provide children with nutritious meals.
- ► The ever-increasing number of families with two working parents, whose schedules sometimes preclude cooking breakfast at home or packing well balanced bag lunches.
- ► The infrequency of students' going home for lunch, because of distance or the absence of a parent at home during the day.
- ► The lack of models other than the school lunch for teaching children healthy eating habits.
- ► The fact that most lunch foods commercially available—and heavily advertised—to children tend to be high in calories, fat, sugar, and salt but low in nutritional value.

Under strong pressure from the soft drink and food lobbies and from proponents of simplifying federal regulations, USDA has indicated it may relax its monitoring of the sale of competing "junk food" in school cafeterias and vending machines during lunch hours. Any limits on such sales would then be left up to state and local authorities.

The school lunch crisis could become still worse. In his late-September address to the nation, the President indicated he would like Congress to cut yet another half-billion dollars from the lunch program this year, wiping out the remaining subsidy for paying students.

While the administration busily takes food off the plates of schoolchildren in order to balance the federal budget, government subsidies for tobacco, sugar, and many other commodities remain firmly in place. . . . ☐

Paying more for less

The Department of Agriculture's proposed new regulations, withdrawn amid a swirl of controversy, would have permitted schools to cut meal portion sizes by about 25 percent and to make substitutions for certain basic foods. Under the new guidelines, these would have been acceptable lunches:

For kindergarten	For elementary	For high school
4 ounces of milk ½ slice of bread ½ cup of fruit or vegetable 1 ounce of meat	1½ ounces of hamburger on half a hamburger roll 6 ounces of milk 6 french fries 9 grapes	2 ounces of cheese ¼ cup of grape juice 1 cup of whole milk ¼ cup of canned peaches 1 cupcake

Public schools deserve more credit than they get

by Fred M. Hechinger

The public schools continue to face fewer pupils and fewer dollars, and a carping public. Criticism . . . is rampant. "Is there any hope for the public schools?" has become a standard question. The answer, to judge from emerging trends, is a qualified yes. The schools are doing better, but they are getting less support today because of yesterday's poor performance.

Public perceptions usually lag behind reality. Although public school enrollment is about five million below its all-time high 10 years ago, a system with about 40 million pupils hardly looks like an enterprise nearing extinction. Much has been made of the "flight from the public schools" and the growth of nonpublic education, but these observations are misleading. Almost 90 percent of the school-age population continues to attend public schools.

The Roman Catholic school system, the second-largest sector, has experienced an enrollment decline comparable to that of the public schools: it stands at 3.1 million, down from 4.3 million a decade ago, but its enrollment is stabilizing. Other religious schools show similar trends, of stable or slightly increased enrollments.

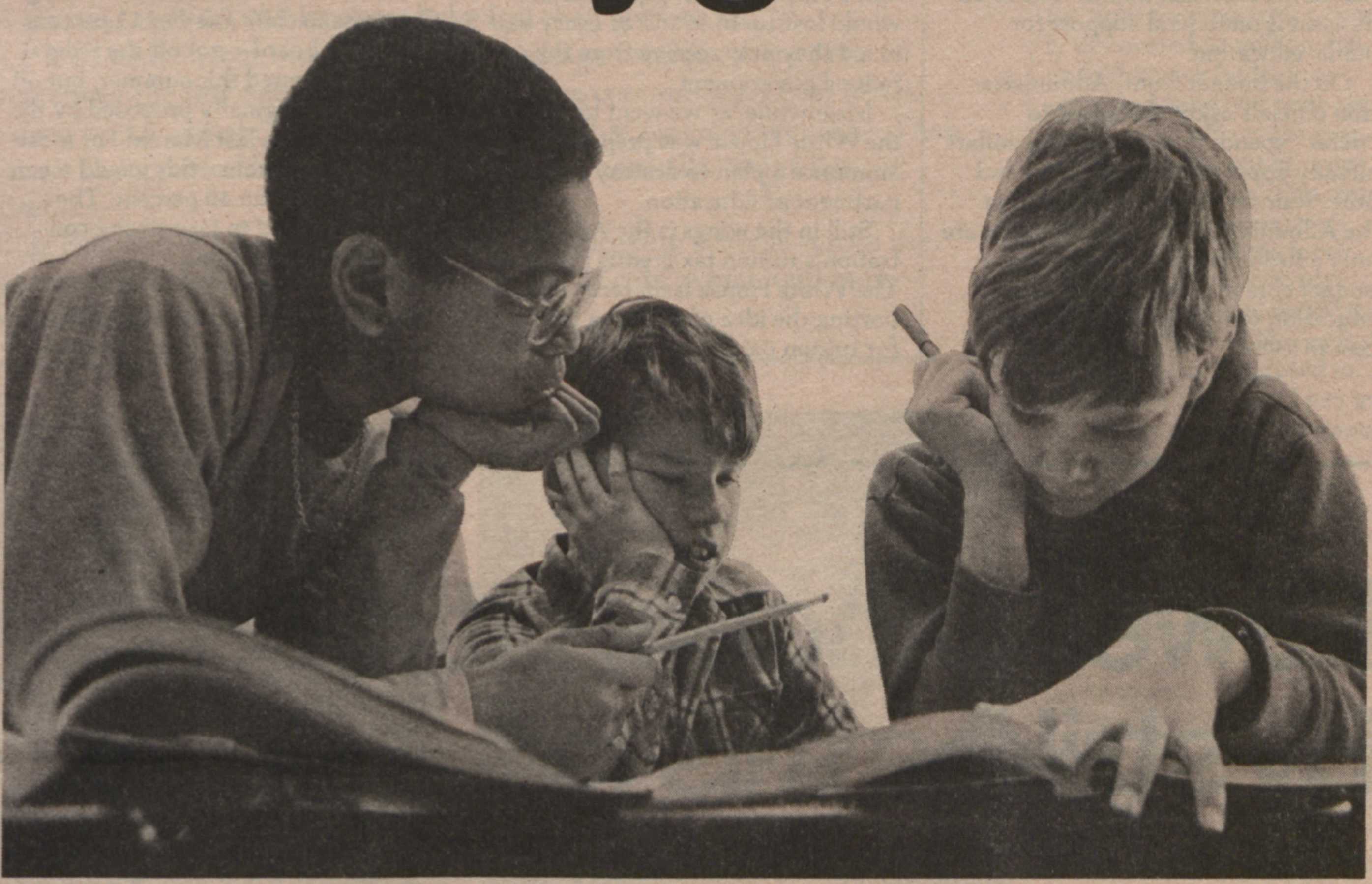
The independent schools . . . are stable. They do not seek to grow and have held steady at a total of about 320,000.

This leaves only the Christian or fundamentalist schools, usually referred to as "fast-growing" or "mushrooming" institutions riding the crest of the religiously fundamentalist and politically conservative wave. Yet these schools, which are reported to be opening at a rate of three a day, are small, averaging only 60 students. Their growth is estimated by the National Center for Education Statistics to have amounted to only a total of 120,000 pupils over the past two years, and they seem to be somewhat ephemeral, with experts forecasting that only about one-third of the newly established ones will survive.

Such figures mean that without a dramatic political change—for example, the possible impact of tuition tax credits for nonpublic school enrollments—the future of elementary and secondary education in America remains inextricably linked with the future of the public schools.

There is growing evidence that the public schools, though not, perhaps, better than ever, are better than many people think and considerably better than they were a decade ago. Critics who still ask regularly why Johnny can't read, write, or figure not only betray their years by apparently ignoring Johnny's sister but ignore as well the improvements in both climate and achievement that have taken place in the past two years.

Reading scores have been improving, even in the big cities where they had sunk lowest. . . . The National Association of Elementary School Principals reports that, contrary to public perception, children in the early grades are reading better than a decade ago, with substantial gains by disadvantaged youngsters. Black 9-year-olds, the report says, have gained nearly 10 percent in reading performance over the last 10 years.



Scott Thomson, executive secretary of the National Association of Secondary School Principals, says: "A renewed emphasis on writing has improved important communications skills among high school seniors. The class of 1981 is far more computer literate than were any of its predecessors. Also, more girls are graduating with three or four years of science and math than in earlier classes."

'There is growing evidence that the public schools . . . are better than many people think and considerably better than they were a decade ago.'

A report published two months ago by the General Accounting Office in Washington shows that the efforts put into Project Head Start for disadvantaged preschool children have begun to pay off in improved achievements and attitudes. . . .

Although the public still perceives the public schools as the staging area for mathematical illiteracy, an American team of eight public high school students won the 1981 International Mathematical Olympiad, a two-day competition involving 450,000 students from 26 countries. . . .

Skeptics are justified in saying that one victory does not make an educational millennium, and only uncritical boosters of the public schools would claim that a winning American mathematics team obscures the serious deficiencies that still plague many schools.

What is worth noting, however, is the trend of schools across the country to abandon automatic promotion from grade to grade. There is a new emphasis on finding ways to insure mastery of a specific skill before moving on to the next more advanced one. After an era of stress on students' rights, the need for an orderly school atmosphere is again generally acknowledged.

The schools . . . seem to deserve more credit than they often get. The continuing popular perception of the public schools as a failed institution may constitute a political threat. Withdrawal of public support, just when the schools may be turning the corner toward better quality, could wipe out recent gains and turn fears of the system's ultimate failure into a self-fulfilling prophecy. . . . ☐

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Fred M. Hechinger is a nationally respected education writer and long-time observer of America's schools. This column is reprinted with permission from the September 8, 1981, issue of the *New York Times*.

Congressional opposition growing

Reagan's agenda: cut $$$, ax Department, create tuition tax credit

WASHINGTON, D.C.—The Reagan Administration last month redoubled its assault on federal support for public education.

On the budget front, Administration officials asked Congress to "defer" spending over a billion dollars already approved for education and other human service programs. For the Administration, these deferrals are only a head start on a new round of budget cuts that could slash some education programs by over 35 percent in 1982.

By 1984, under the Administration's current plans, public schools would lose up to $9 out of every $10 in aid they now receive from the federal government.

Meanwhile, as we went to press, the White House was preparing to announce a plan to destroy the Department of Education.

Still in the wings is the Administration's tuition tax credits proposal. The White House is on record as supporting the idea of granting tax credits for tuition paid to private schools but has yet to spell out which specific tax credit scheme it supports.

All three elements of the Administration's education agenda—the gutting of federal aid, the dismantling of the cabinet department, and the push for tuition tax credits—face a stormy review in Congress.

The House and Senate have already refused to go along completely with the President on education spending cuts. Over the summer an intensive NEA lobbying effort persuaded Congress to hold those cuts to 10 percent, rather than the 30 percent the White House had originally proposed.

Now the Administration is asking Congress to chop another 12 percent across the board—not off the federal budget as passed this summer, but off the budget originally proposed by the Administration last March! For most education programs, this would mean cuts of more than 40 percent. The plan is expected to face strong congressional opposition.

So is the White House drive to ax the fledgling U.S. Department of Education. NEA, the National School Boards Association, the National Congress of Parents and Teachers, and a host of other organizations have reactivated the broad-based coalition that worked for creation of the Department. The coalition recently announced plans to "fight vigorously" any White House effort to eliminate "ED."

To save the agency, educators will have to overcome a vicious smear campaign now being waged by right-wing critics of the nation's public schools, who have sent out one mass mailing after another complete with wild and emotion-laden charges against the new Department and NEA.

The accusations have grown so dishonest and distorted that NEA Government Relations Director Linda Tarr-Whelan last month compiled several of the more outrageous examples and sent them to all members of Congress in a letter decrying this "scurrilous campaign of fear" as "inappropriate for a national debate on the future of education in America." ☐

Fewer schools hit by strikes this fall

WASHINGTON, D.C.—Teacher and school employee strikes were down this fall as most locals were able to win good salary hikes at the bargaining table.

"Initial offers from school boards turned out to be much more realistic than they were a year ago," reports NEA negotiations expert John Dunlop. "Our members have been taking a beating the last 10 years, and school boards generally seemed to realize they had to offer more."

Nationally, the number of school and college walkouts reported so far this fall stood at 73 as of October 9—about half as many strikes as had occurred in the same period last year.

NEA affiliates have been involved in 62 of this fall's strikes, American Federation of Teachers affiliates in 10, and an American Association of University Professors chapter in 1. Primary strike issues have been job security, salary, and class size.

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Prop 2½ slashes a town's teaching staff

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Malden's schools have been hit harder by Prop 2½ than they should have been. Under a state "bail-out" formula, the town got back $2.5 million this year, almost half the funds it lost due to Prop 2½'s lower property tax rates.

Because of the local political situation, however, the schools received only a small portion of that $2.5 million, and had to cut their $17 million budget by nearly $4 million this year. Complicating the tight funding are a recently discovered $2 million deficit in the town budget, an estimated $400,000 price tag on the town's Prop 2½-mandated reassessment of property values, competition from other public services over scarce funds, and the local mayor's re-election battle.

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Congressional opposition growing

Reagan's agenda: cut $$$, ax Department, create tuition tax credit

WASHINGTON, D.C.—The Reagan Administration last month redoubled its assault on federal support for public education.

On the budget front, Administration officials asked Congress to "defer" spending over a billion dollars already approved for education and other human service programs. For the Administration, these deferrals are only a head start on a new round of budget cuts that could slash some education programs by over 35 percent in 1982.

By 1984, under the Administration's current plans, public schools would lose up to $9 out of every $10 in aid they now receive from the federal government.

Meanwhile, as we went to press, the White House was preparing to announce a plan to destroy the Department of Education.

Still in the wings is the Administration's tuition tax credits proposal. The White House is on record as supporting the idea of granting tax credits for tuition paid to private schools but has yet to spell out which specific tax credit scheme it supports.

All three elements of the Administration's education agenda—the gutting of federal aid, the dismantling of the cabinet department, and the push for tuition tax credits—face a stormy review in Congress.

The House and Senate have already refused to go along completely with the President on education spending cuts. Over the summer an intensive NEA lobbying effort persuaded Congress to hold those cuts to 10 percent, rather than the 30 percent the White House had originally proposed.

Now the Administration is asking Congress to chop another 12 percent across the board—not off the federal budget as passed this summer, but off the budget originally proposed by the Administration last March! For most education programs, this would mean cuts of more than 40 percent. The plan is expected to face strong congressional opposition.

So is the White House drive to ax the fledgling U.S. Department of Education. NEA, the National School Boards Association, the National Congress of Parents and Teachers, and a host of other organizations have reactivated the broad-based coalition that worked for creation of the Department. The coalition recently announced plans to "fight vigorously" any White House effort to eliminate "ED."

To save the agency, educators will have to overcome a vicious smear campaign now being waged by right-wing critics of the nation's public schools, who have sent out one mass mailing after another complete with wild and emotion-laden charges against the new Department and NEA.

The accusations have grown so dishonest and distorted that NEA Government Relations Director Linda Tarr-Whelan last month compiled several of the more outrageous examples and sent them to all members of Congress in a letter decrying this "scurrilous campaign of fear" as "inappropriate for a national debate on the future of education in America." ☐

Fewer schools hit by strikes this fall

WASHINGTON, D.C.—Teacher and school employee strikes were down this fall as most locals were able to win good salary hikes at the bargaining table.

"Initial offers from school boards turned out to be much more realistic than they were a year ago," reports NEA negotiations expert John Dunlop. "Our members have been taking a beating the last 10 years, and school boards generally seemed to realize they had to offer more."

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NEA AFFILIA

NEW JERSEY: Workshops train entire school staffs to solve discipline and learning problems

CAMDEN—If students aren't learning and discipline is a problem at a given urban school, then sooner or later everyone who works there is going to suffer.

This includes the janitor who has to clean up after vandalism attacks . . . the bus driver whose attention is distracted by unruly riders . . . the school secretary who feels uneasy walking through the halls . . . the teacher who begins to wonder if he can face another class of unmotivated students.

Now the New Jersey Education Association has developed a special new weekend workshop for urban school employees that encourages them to work together to solve their particular school's problems and improve its atmosphere. Called School Effectiveness Training (SET), the program works to return authority where it belongs—to the local school building staff.

It also rejects the view that poor and minority students can't learn. Children can learn in all schools, including big city schools, if the following steps are taken, says NJEA:

► The building leadership, especially the principal, must take responsibility for improving instruction.

► Teachers and other staff members must have high expectations for every student.

► The school must offer a relaxed but orderly learning environment.

► There must be a strong emphasis on basic skills by the entire school staff.

► Student progress must be monitored regularly, with the results used to plan instruction.

During the past two years, three pilot schools—here and in Paterson and Jersey City—participated in SET weekend institutes, or "retreats."

A middle-school cafeteria worker here who took the training, Doris Walden, was concerned when a student received an F in music, and she began to show a personal interest in the student's academic career. "I'm more open with students than I was before," reports Walden, who has been a school employee for five years. "Before, I looked at them and had little concern."

"At first, I felt a little shaky. I didn't know how I'd be accepted because I was a cafeteria worker," Walden explains. "But then we became one family with the rest of the staff. The problem was we just hadn't talked to each other."

The 70 SET participants included secretaries, aides, guidance counselors, custodians, cafeteria workers, teachers, school board members, and administrators.

Suggestions contributed by Walden and the others helped reduce break-ins at Pyne Point Middle School from three a week to virtually none. Among the suggestions:

► Require students to have school ID cards.

► Assign staff to watch all school doors.

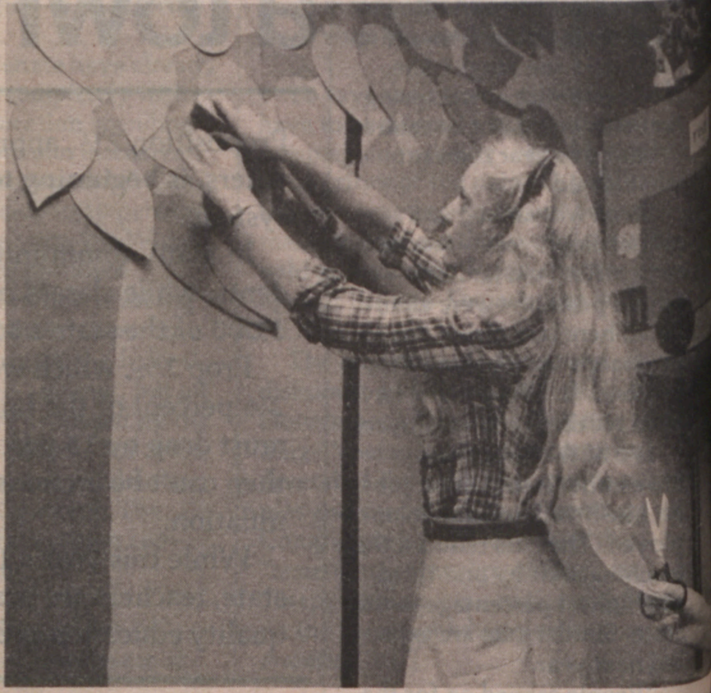
► Set up a school discipline code.

► Develop new scheduling techniques to group students according to their ability in different subjects.

SET was designed and developed by NJEA. The staff of Research for Better Schools, a Philadelphia-based regional educational laboratory, helps run the retreats and conducts evaluations.

At each SET workshop, participants set up a council to make sure that ideas developed during the weekend are put into effect. SET is not a panacea, but it does seem to bolster staff morale, reduce absenteeism, and improve community relations, says NJEA. Already a dozen more schools have requested the training. ☐

Camden Education Association President Henry Stevens addresses School Effectiveness Training workshop. NJEA developed the weekend training program to help an urban school's entire staff work together to improve discipline and learning.



New elementary teacher Laura Erdman (left) and master teache
scissors to create a "tree" for one of Erdman's first bulletin bo

UTAH: 'Peer counselin first-year teachers' ni

SALT LAKE CITY—The Utah Education Association/NEA affiliate here has put together an innovative program that links seasoned teachers with those fresh out of college.

The Salt Lake Teachers Association (SLTA) selected 20 "super teachers" to counsel their first-year colleagues and to hold monthly inservice sessions with them on such topics as class discipline and interaction with parents.

"First-year teachers face a unbelievable array of hassles, says SLTA President Doug Tate. "They don't realize tha all other teachers have bad days when their lesson plans aren't wonderful, days when a couple of activities end 20 minutes sooner than expecte and several kids are unrulier than usual.

"New teachers don't under-stand that it's okay not to feel guilty about not doing school work all evening. They find

CALIFORNIA: NEA aff new spirit to San Fran

SAN FRANCISCO—Teachers here recently won their biggest salary increase in more than four years as their new bargaining agent—a California Teachers Association/NEA affiliate—negotiated an 8 percent pay hike with a further 7.5 percent next fall. Neither figure includes increments or fringe benefits.

San Francisco's 4,200 teachers were represented by an American Federation of Teachers local until last May. During AFT's four years as bargaining agent, teacher raises here averaged just 4.2 percent a year.

Despite its own record as an underachiever, AFT launched an all-out effort to defeat the new NEA contract. Teachers rejected the AFT's campaign as "sour grapes," ratifying the agreement by a better than two-to-one margin.

In what San Francisco Classroom Teachers Association President Judy Dellamonica describes as "the finest contract San Francisco teachers have ever enjoyed," the NEA local improved the previous agreement "significantly" in 22 areas.

The AFT contract, for example, had called for sensible class size maximums but provided no mechanism for enforcing those limits. The new NEA agreement penalizes the school board by requiring monetary payments to teachers whenever they're assigned more students than the con-

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The Salt Lake school district bought into the SLTA effort, providing funds, administrative support, and released time for the "peer counselors," as the 20 veteran teachers are called. ☐

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tract permits.

On the opening day of school the *San Francisco Chronicle* editorialized that "[t]he community owes a debt of gratitude to the Classroom Teachers Association." Said the newspaper: "Here was a new union, one that had won its right to represent the teachers just last May; yet it quietly achieved a contract equal (sic) to the one of two years ago that came only after a bitter, six-week strike. . . . This spirit of reasonableness accompanies a new sense that the long-criticized public school system in the city is commencing to 'turn around.' " ☐

IDAHO: IEA/NEA battles bare-bones school funding

BOISE—The state legislature's refusal to provide sufficient appropriations for public schools has provoked action from the Idaho Education Association on several fronts:

- IEA is urging its members to wear armbands and display bumper stickers during the 1982 legislative session, which begins in January. The bands and stickers will be black with "50th" in white to call attention to Idaho's low per-pupil expenditures, which at $1,780 rank near the very bottom of the states.
- IEA is meeting with the state department of education, PTA, school boards association, and administrators association in a coalition to prepare a joint school funding proposal for the legislature.
- IEA will push for establishment of a stronger severance tax on all nonrenewable resources. The last legislature passed a 2 percent severance tax, but only on oil and gas, which are not yet being produced in the state.
- The 1981 legislature appropriated only $195 million for public schools, barely a 3 percent increase over the prior year. IEA gathered more than 12,000 signatures in less than a week on petitions urging the governor to veto the appropriation bill and the legislature to reconsider its revenue projections. Governor John Evans vetoed the bill, agreeing that the appropriation was too low, but both houses of the legislature overrode his veto—the first such override since the 1940's.
- IEA has called on NEA to fund an in-depth investigation of the state's tax and school finance structure, with the report to be released prior to the 1982 legislative session.

Exacerbating the state funding shortfalls is a three-year-old initiative limiting local property taxes to 1 percent of market value—a carbon copy of California's Proposition 13. More than a third of the state's 115 school districts have passed override levies each year since 1978 just to maintain operations. ☐

PENNSYLVANIA: PSEA fights school boards' bill to suspend state school code

HARRISBURG—A bill drafted by the Pennsylvania School Boards Association (PSBA) and now before the House education committee of the General Assembly would place a two-year "moratorium" on all public school program mandates.

The measure would amend Section 1 of the Pennsylvania school code to read: ". . . During the school year 1981-82 and 1982-83, [school boards] may provide for school programs, policies, and related activities without regard to the requirements of any other provisions of this act or any rule or regulation of the State Board of Education or the Department of Education."

"As absurd as this bill is, we cannot assume it will be defeated," says Pennsylvania State Education Association (PSEA/NEA) President Jacque Angle. The bill has 31 cosponsors. PSEA is urging its members to contact their representatives in the House and demand that the bill never be moved out of committee.

"What this bill actually says is that the rich districts will go on providing extensive education programs and the poor districts will peel back programs in order to save money," Angle points out.

"As far as we're concerned, this is one more attempt by the anti-public school extremists to destroy public education for Pennsylvania's kids. If enacted, it would produce sheer chaos for all education in this state." ☐

ALASKA: Association serves unique 'frontier' needs

ANCHORAGE—On a flight last winter to a village in the Aleutian Islands, NEA-Alaska UniServ Representative Dianne Anderson checked an extra bag. It contained a six-month supply of gerbil food.

Classroom pets in the local school had multiplied faster than expected. The little rodents had eaten nearly the whole of their year's provisions. The closest store was in Anchorage, 800 miles away—the distance from Chicago to New York.

"The teachers did the natural thing," Anderson laughs. "They called NEA and asked for a suitcase of gerbil grub."

NEA-Alaska gives new meaning to the slogan 'Service to Teachers,' " says Bill Potter, a Juneau teacher and member of the NEA Board of Directors. "In most of the state, living conditions are so harsh, and the villages so small and isolated, that people really do take care of one another."

" 'Veggie service' is automatic," NEA-Alaska Executive Director Bob Manners points out. "Nobody flies to a village in the bush without taking a trunk of fresh vegetables along."

The special needs of teachers in the 49th state are reflected not only in NEA-Alaska's unique services, but also in collective bargaining agreements. Several NEA contracts grant teachers and their families district-paid flights to Anchorage for "rest and recreation." To facilitate communications, contracts in remote areas give local associations time on school board radio stations and, on a space-available basis, seats on board-owned airplanes.

In addition to high salaries, some of them topping out well above $40,000, many contracts also provide housing subsidies. In the North Slope—a district of eight villages spread over an area twice the size of South Carolina—the NEA contract gives teachers not living in district-owned apartments $200-a-month allowances.

The scarcity of housing is a severe problem. It helps account for the high teacher turnover—up to 50 percent a year in some districts. Last year, for example, a teacher in Akiak—400 miles west of Anchorage—was compelled to rent the local jail for lack of any other accommodations.

Where it is available, housing is often primitive. Typical furnishings are a bed, a simple table and chairs, a wood-burning stove, and packing crates for personal effects. Worse yet, the fury of the elements ravages all but the stoutest of buildings. Former NEA-Alaska President Carolyn Doggett tells of a teacher who mounted a wind gauge in his living room to measure the gusts that roared through his cabin.

To improve the situation, NEA-Alaska is pressing the state legislature to finance teacher housing projects. Local associations have ameliorated conditions by negotiating contractual guarantees that washing machines, dryers, ovens, and other major appliances must be installed in school buildings for the communal use of teachers.

"For all its difficulties," NEA-Alaska President Don Oberg says, "teaching on America's 'last frontier' offers rewards available nowhere else. Just surviving the long, cold, dark winters is challenging. Learning the native culture is fascinating. And there's a closeness between teachers and pupils that makes it all doubly worthwhile." ☐

NEA AFFILIAES IN ACTION

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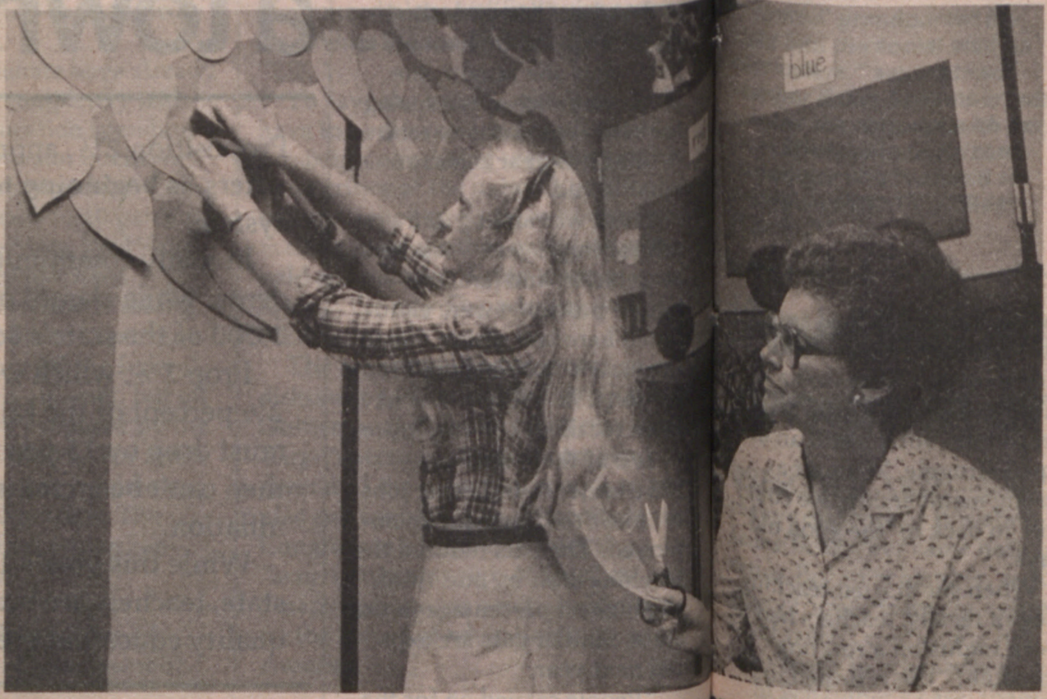
► Set up a school discipline code.

► Develop new scheduling techniques to group students according to their ability in different subjects.

SET was designed and developed by NJEA. The staff of Research for Better Schools, a Philadelphia-based regional educational laboratory, helps run the retreats and conducts evaluations.

At each SET workshop, participants set up a council to make sure that ideas developed during the weekend are put into effect. SET is not a panacea, but it does seem to bolster staff morale, reduce absenteeism, and improve community relations, says NJEA. Already a dozen more schools have requested the training. ☐

ciation President Henry Stevens ad-ness Training workshop. NJEA devel-ng program to help an urban school's r to improve discipline and learning.



New elementary teacher Laura Erdman (left) and master teachppe team up with stapler and scissors to create a "tree" for one of Erdman's first bulletin bors.

UTAH: 'Peer counselinases first-year teachers' nigares

SALT LAKE CITY—The Utah Education Association/NEA affiliate here has put together an innovative program that links seasoned teachers with those fresh out of college.

The Salt Lake Teachers Association (SLTA) selected 20 "super teachers" to counsel their first-year colleagues and to hold monthly inservice sessions with them on such topics as class discipline and interaction with parents.

"First-year teachers face an unbelievable array of hassles," says SLTA President Doug Tate. "They don't realize that all other teachers have bad days when their lesson plans aren't wonderful, days when a couple of activities end 20 minutes sooner than expected and several kids are unrulier than usual.

"New teachers don't understand that it's okay not to feel guilty about not doing school work all evening. They find it hard to talk to parents. It's traumatic for some teachers to find that some of their students don't love them. Most new teachers don't know if they're doing a good job. I know I didn't" Tate adds.

The Salt Lake school district bought into the SLTA effort, providing funds, administrative support, and released time for the "peer counselors," as the 20 veteran teachers are called. ☐

CALIFORNIA: NEA affe brings new spirit to San Franco schools

SAN FRANCISCO—Teachers here recently won their biggest salary increase in more than four years as their new bargaining agent—a California Teachers Association/NEA affiliate—negotiated an 8 percent pay hike with a further 7.5 percent next fall. Neither figure includes increments or fringe benefits.

San Francisco's 4,200 teachers were represented by an American Federation of Teachers local until last May. During AFT's four years as bargaining agent, teacher raises here averaged just 4.2 percent a year.

Despite its own record as an underachiever, AFT launched an all-out effort to defeat the new NEA contract. Teachers rejected the AFT's campaign as "sour grapes," ratifying the agreement by a better than two-to-one margin.

In what San Francisco Classroom Teachers Association President Judy Dellamonica describes as "the finest contract San Francisco teachers have ever enjoyed," the NEA local improved the previous agreement "significantly" in 22 areas.

The AFT contract, for example, had called for sensible class size maximums but provided no mechanism for enforcing those limits. The new NEA agreement penalizes the school board by requiring monetary payments to teachers whenever they're assigned more students than the contract permits.

On the opening day of school the *San Francisco Chronicle* editorialized that "[t]he community owes a debt of gratitude to the Classroom Teachers Association." Said the newspaper: "Here was a new union, one that had won its right to represent the teachers just last May; yet it quietly achieved a contract equal (sic) to the one of two years ago that came only after a bitter, six-week strike. . . . This spirit of reasonableness accompanies a new sense that the long-criticized public school system in the city is commencing to 'turn around.' " ☐

IDAHO: IEA/NEA bare-bones sch

BOISE—The state legislature's refusal to provide sufficient appropriations for public schools has provoked action from the Idaho Education Association on several fronts:

► IEA is urging its members to wear armbands and display bumper stickers during the 1982 legislative session, which begins in January. The bands and stickers will be black with "50th" in white to call attention to Idaho's low per-pupil expenditures, which at $1,780 rank near the very bottom of the states.

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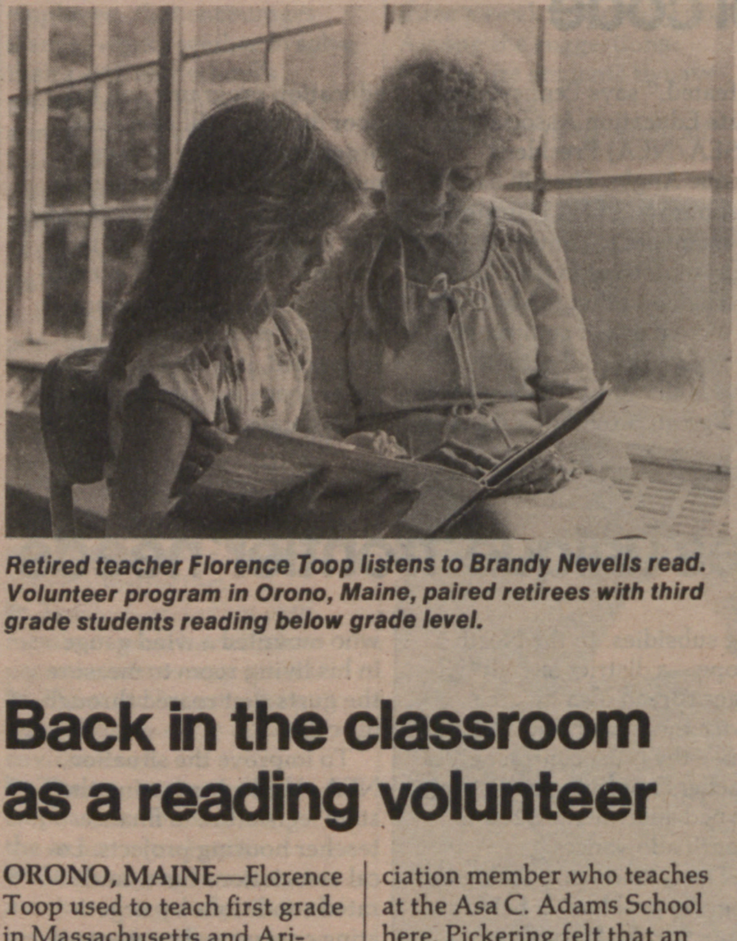
RETIREMENT ROUNDUP

Who is the 'typical' NEA retiree?

WASHINGTON, D.C.—According to statistics compiled by NEA Research, the typical NEA retired member—

- ► Is female.
- ► Taught in two or more states.
- ► Retired at age 61.
- ► Retired after 24.8 years of teaching.
- ► Gets a monthly Social Security benefit of $330.
- ► Receives an annual service retirement benefit of $5,016.
- ► If retired on disability, receives $3,654 a year. ☐



Retired teacher Florence Toop listens to Brandy Nevells read. Volunteer program in Orono, Maine, paired retirees with third grade students reading below grade level.

Back in the classroom as a reading volunteer

ORONO, MAINE—Florence Toop used to teach first grade in Massachusetts and Arizona. So when her senior citizens' club responded to a teacher's request for volunteers to help Orono students who were reading below grade level, she was one of the first to raise their hands.

"We were just supposed to listen to the children read," said Toop, "but being a former schoolteacher, I helped the little girl to sound her words. I believe phonics is the foundation of reading."

Toop was one of a dozen retirees invited to the classroom by John Pickering, an NEA/Maine Teachers Association member who teaches at the Asa C. Adams School here. Pickering felt that an older generation could provide time and attention for a younger one.

The senior volunteers donated one hour a week for 12 weeks, working on a one-to-one basis with third graders who needed extra help with their reading skills.

"I enjoyed it immensely," reports Toop. "I like children and love to see them make progress. I haven't lived in Orono very long, but now when I go out for a walk, I hear children calling, 'Hello, Mrs. Toop.' " ☐

Teachers no longer 'afoot and alone'

SHAWNEE MISSION, KANS.—"In the 1940's, a teacher was afoot and alone. We had no recourse for an unfair assignment, no channel through which to protest," says Margaret Hogan, who retired in June after 38 years in the classroom, most of them as a high school math teacher.

Hogan feels strongly about the improvements in working conditions that have come about here as teachers have organized and gained collective strength. So strongly, in fact, that she wrote an open letter to all teachers here this fall, urging them to join the Association because "we are far better off together than we would be separately."

NEA-Shawnee Mission used to be just a social group that charged annual dues of $5 and sent flowers to ill colleagues, recalls Hogan, who started teaching in this suburb across the border from Kansas City, Mo., in 1943.

"I remember that no one wanted to be on the salary committee, which had to talk to the school board," she says. "Fear was the thing that we all felt, because we always wondered if we would be rehired in the spring."

"If a teacher got along with the kids, he or she could be relatively happy, but we had no feeling of protection from injustice," says Hogan. She remembers a math teacher who was let go, according to her principal, "because she wanted to start a union" . . . a business teacher who was told to teach six classes though everyone else had only five . . . a teacher who "disappeared" because she was allegedly seeing a married man —though this charge was never proven nor was its relevance to the teacher's professional competence ever shown.

"In the long view, NEA has made it possible to improve working conditions," says recently retired Kansas math teacher Margaret Hogan.

"Now we have a contract that defines workload and provides a duty-free lunch," Hogan says. "Now we have due process and a grievance procedure, but it's still an unequal struggle. Without a strong membership, we could still go back to 'the good old days.' "

When she started teaching, Hogan recalls, teachers had to work nights on a rotating schedule: "We returned to ball games, concerts, and plays where we sold tickets, directed traffic, supervised parking, and oversaw the concession stands—for no extra pay." The final indignity, she says, was that women were paid $400 a year less than men, though they shared all the same duties.

Hogan, who describes herself as "not a leader, but a foot soldier" in her local association, served as a building representative, used her math skills to help union treasurers, and encouraged other teachers to join.

She retains her interest in membership promotion, telling active teachers in her open letter, "It is my fondest hope that the lot of teachers will be better in the future than it has in the past. Improvement will come only if teachers join together and support one another."

Though Hogan looks forward to trying a new line of work, perhaps a part-time office job, she says, "If I have time, I'll be glad to help with informational picketing or work a precinct—whatever's needed." ☐

Some facts about your Social Security dollars

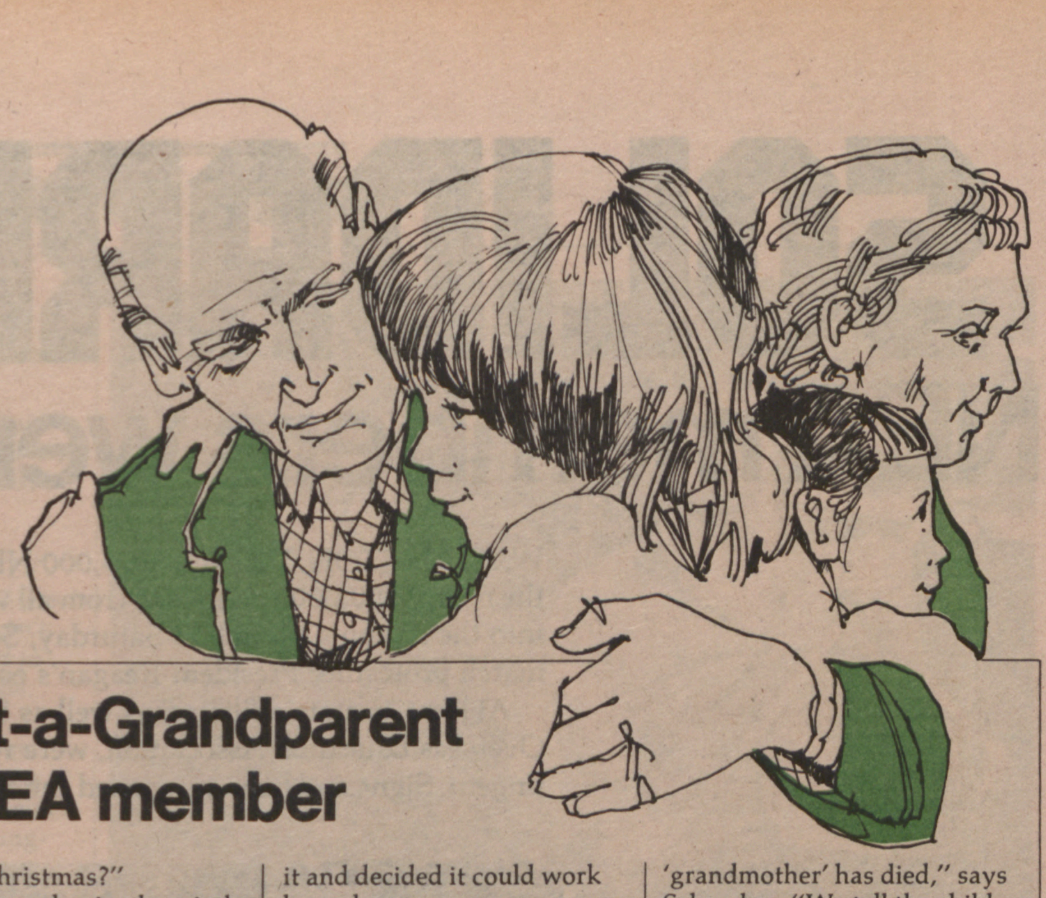
► Of every 1,000 Americans aged 65 or over, some 902 were receiving Social Security cash benefits at last count (end of 1980). Another 85 out of every 1,000 received federal Supplemental Security Income, which provides cash assistance to blind or disabled persons aged 65 or over whose income is below specified levels.

► Social Security retirement and disability benefits totaled $10.8 billion a month as of this summer and went to almost 36 million Americans. Of these, 55 percent were retired.

► The average Social Security benefit amounts to $343.93 a month for retirees, and $371.48 a month for disabled persons.

► Retirees find their Social Security benefits reduced by $1 for every $2 they earn above a stated maximum. These "earnings limits" will rise again automatically in 1982: from $4,080 at present to $4,440 for ages 62 to 64, and from $5,500 to $6,000 for ages 65 to 71. Americans 72 or older and still able to work retain full Social Security benefits regardless of how much they earn. ☐

"Having children visit an 'adopted' grandparent fits right into the social studies curriculum," says retired teacher Exine Schamber, who carried the concept with her from Minnesota to Arizona. Schamber was featured recently on NBC-TV's "Real People."



'Real People' spotlights Adopt-a-Grandparent program created by retired NEA member

PRESCOTT, ARIZ.—Like many residents of this state, Exine Schamber came here to retire. But to Schamber, as to many former teachers, retirement means continuing her life's work in other ways.

In Schamber's case, that has meant introducing teachers and students here to "Adopt a Grandparent," a program she created while teaching in St. Cloud, Minnesota. The plan pairs sixth grade students with residents of retirement homes on a one-to-one basis.

"The rewards are so great. The children get a lot out of it, and the 'grandparents' do too," Schamber told a national audience in early October as NBC's popular "Real People" TV show saluted her innovative program.

"Adopt a Grandparent" grew out of one of those annual holiday visits to a retirement home in St. Cloud 13 years ago. "As my students left after singing, I noticed that the elderly residents had tears in their eyes and were grabbing the children's hands," Schamber recalls. "I thought, why do we do this just at Christmas?"

She began having her sixth graders visit a retirement home twice a month. Each child was matched with an older person—if possible, with someone holding similar interests such as art or sports.

By the time Schamber took early retirement and left St. Cloud, students in three additional classes there—and one in Willmar, Minnesota—had "adopted" grandparents. Upon moving to Prescott, Schamber suggested the idea to local sixth grade teachers and school officials, who liked it and decided it could work here also.

"Sixth graders are old enough not to panic in emergencies, and old enough to understand death," Schamber believes.

"It takes a good teacher to keep on top of things," she adds, pointing out that sometimes an elderly person might tell a child, "I don't want to talk to you today." Or a child's surrogate grandparent might become ill or die.

"We get to the children immediately to let them know when their 'grandfather' or 'grandmother' has died," says Schamber. "We tell the child that he or she has made that person happy for the last three or four months of his or her life. Children have to learn to face death, rather than be protected."

As America's fabled mobility leaves more and more children without grandparents nearby—as well as more and more older people without family roots in the area where they retire—"this program becomes a natural combination," comments Schamber. ☐

'Broward 74' retiree remains politically active

FORT LAUDERDALE, FLA.—At a teacher appreciation day dinner here a few years back, Hilda Flowers brought down the house with the one-liner, "I didn't retire; I was fired."

Flowers was one of the original "Broward 74," a group of teachers who were summarily dismissed after they joined a statewide teachers' strike in 1968. The strike was a last-ditch effort to force the legislature and the governor to recognize the poor working conditions that lack of funding had created in the schools.

"Everyone asked why I went out so close to my retirement," says Flowers. "I felt my cause was just."

Legal action to reinstate the 74 striking teachers took three years. By then Flowers was 70 years old and, under state law at the time, had to retire. "I'd still be at it if I could," she says.

First hired during the Depression, Flowers taught high school math for a year in Greensburg, Pa., then studied physical therapy. After teaching at a private school for the physically handicapped in New York, she went to work for the Broward County school system here in 1943. She was able to combine her two interests, education and physical therapy, by teaching special education for 25 years.

During the strike, Flowers picketed the state legislature in Tallahassee—even though she still had trouble walking from a hip broken two years earlier.

In her retirement, Flowers volunteers her time to help the Association with political action. "I have a lot of energy," she says. Her son Carl chaired the Broward County Classroom Teachers Association political action committee last year, while she helped address envelopes, made phone calls, handed out campaign literature, and worked as a poll watcher on election day.

Flowers is also active with the local retired teachers association and the American Association of University Women, which established a fellowship endowment in her name. In her spare time, she does needlepoint, paints oils, makes collages from acorns and other natural materials, and collects "bottles as well as anything else that catches my eye." ☐

One of the "Broward 74" fired for striking in 1968, retired Florida teacher activist Hilda Flowers still participates in political affairs, helping to target precincts for the 1982 elections.

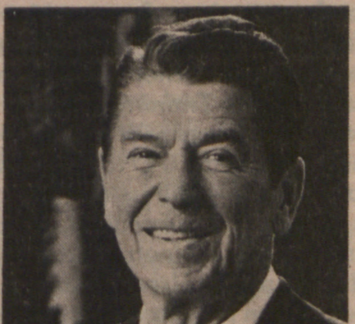
Just for the record . . .

SACRAMENTO, CALIF.—According to the state comptroller here who issues the checks, the millionaire now living in the White House continues to collect full retirement benefits for his eight years as California governor.

Ronald Reagan started drawing his pension the very month after he retired at age 60. He has received a 5½ percent cost-of-living increase compounded each year, bringing his current monthly benefit to $1,870.36.

California teachers who taught 30 years and retired at the top of the salary schedule draw just over $1,000 a month, plus a 2½ percent simple (not compounded) annual cost-of-living adjustment.

Points out one such teacher, "You don't hear the President offering to give up *his* pension to help balance the state budget. He'd probably be collecting Social Security as well, if it weren't for the earnings limit. . . ." ☐

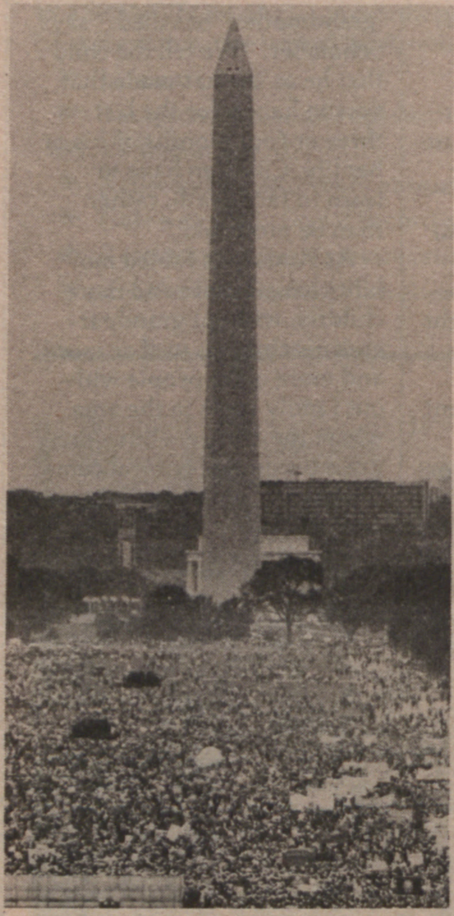


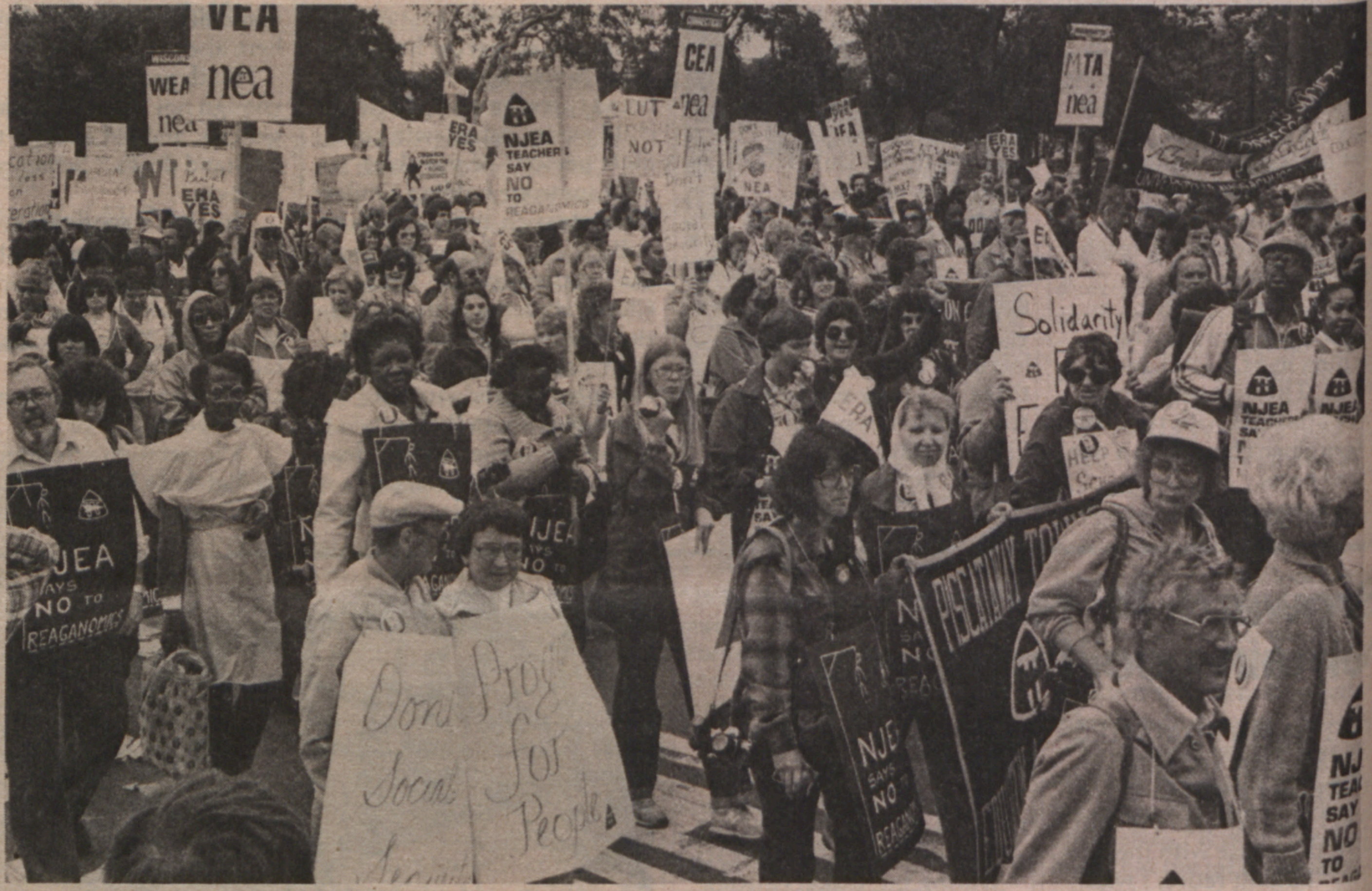
This would-be trimmer of Social Security benefits draws full retirement pay for his eight years as governor of California.

SOLIDARITY DAY
NEA members were there in force

WASHINGTON, D.C.—Some 5,000 NEA members were among the nearly 500,000 Americans from all walks of life who poured into the nation's capital on Saturday, September 19, for a massive march protesting President Reagan's economic policies.

At least 26 state affiliates, as well as Student NEA and the Overseas Education Association, were represented in the NEA contingent. Signs and banners carried the message. ☐

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Regional conferences to address IPD issues

WASHINGTON, D.C.—NEA members are invited to participate in the 1982 regional Instruction and Professional Development conference in their area. Dates, locations, and topics for the six weekend conferences are as follows:

Southeast region—January 22-24, Nashville, Tenn. (Hyatt Regency)
Participants can choose one of three tracks: *Cadre Training*—preparing teams of teachers to deliver workshops on specific IPD topics; *Instructional Issues*—addressing such topics as sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan; *The Urban Initiative*—focusing on problems unique to teachers in urban schools. A special feature of this conference will be an "early bird" all-day workshop on using out-of-school TV experiences to aid basic skills instruction.

Western region—February 5-7, Forth Worth, Texas (Hilton Inn)
Sessions will focus on academic freedom, teacher education, sex equity in curriculum, materials on racial bigotry and the Ku Klux Klan, the new right and its effect on teaching, and other topics. The conference will also offer technical assistance and planning sessions to improve state and local organizing efforts.

Mid-Atlantic region—February 26-28, Washington, D.C. (NEA Headquarters)
This conference will feature a smorgasbord of workshops aimed at enhancing classroom skills, association work, and professional development. An "early bird" all-day workshop will focus on using out-of-school TV experiences to aid basic skills instruction. Other workshops will deal with sex equity in curriculum, computers in the classroom, assertive discipline, writing test questions on teacher-made tests, materials on racial bigotry and the Ku Klux Klan, IPD committee skills, NEA Profiles of Excellence, block grant funds, teacher competency testing, censorship, and teacher evaluation.

Northeast region—March 12-14, Boston, Mass. (Sheraton-Boston)
The conference will focus on ways to rally support for the public schools in financially troubled times. It will include workshop sessions on such topics as building coalitions and enlisting parental support. Additional sessions will cover teacher competency, testing, organizing around instructional issues, sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan.

Pacific region—March 19-21, Portland, Oregon (Benson)
Participants can choose one of three tracks: *Community Action, Teachers and Public Policy,* or *Negotiating Instructional Issues.* Workshops will also be offered on topics such as discipline, academic freedom, teacher education, time management, sex equity in curriculum, and materials on racial bigotry and the Ku Klux Klan.

Midwest region—March 26-28, Des Moines, Iowa (Airport Hilton)
This conference will address the new right, issues for teachers in the 1980's, communications, sex equity in curriculum, materials on racial bigotry and the Ku Klux Klan, and effective local IPD programs. NEA's new Profiles of Excellence on bilingual education, education of the handicapped, racial equality, student evaluation, and teacher education will be stressed. A conference track on *The Urban Initiative* will address problems and issues unique to teachers in urban areas.

Registration fee is $40. For registration forms and further information, write to Felicia Haynes, NEA/IPD, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

TV/RADIO TIPS

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

Mr. Merlin—*CBS-TV, Wednesdays, 8-8:30 p.m. EST.* New comedy series starring Barnard Hughes as a 1,600-year-old sorcerer. At the producer's request, and with the cooperation of NEA and CBS affiliates, more than 100 teachers in some 30 cities previewed and evaluated the show prior to its October 7 premiere.

Live from the Met—*PBS, Saturday, November 14, 8-11:30 p.m. EST.* Soprano Renata Scotto stars in Puccini's "Il Trittico," a bill of three short operas.

Skokie—*CBS-TV, Tuesday, November 17, 8-10:30 p.m. EST.* Dramatic special based on a real 1977 incident. Citizens of Skokie, Illinois—many of whom are survivors of Nazi concentration camps—oppose a neo-Nazi demonstration in their Chicago suburb. Danny Kaye stars.

Orphans, Waifs and Wards—*CBS-TV, Thursday, November 26, 1:30-2:30 p.m. EST.* 'CBS Library' special starring John Shuck as Fagin (from Charles Dickens' *Oliver Twist*) and featuring three books that deal with children without parents.

Mystery at Fire Island—*CBS-TV, Friday, November 27, 11 a.m.-12 noon EST.* Another in the 'CBS Children's Mystery Theatre' series designed to develop children's reasoning skills.

Full Circle—*PBS, Friday, November 27, 1-1:30 p.m. EST.* Humorous magazine-format program reexamines the energy crisis and teaches youngsters practical ways to save energy around the house. A combined effort of Harvard University's Children's Television Practicum, the University of Michigan's Department of Communication, and the Children's Television Workshop.

Kidnapped—*Transmitted by satellite to almost 200 cable markets by Atlanta "Super Station" WTBS, Tuesday through Thursday, December 1 through 3, 8 p.m. EST.* A 6½-hour mini-series brings Robert Louis Stevenson's classic novel to life. David McCallum stars as fugitive hero Alan Breck Stewart. Teachers' guides have been mailed to all UniServ offices.

Barnard Hughes (left) stars as Merlin, the sorcerer of old, and Clark Brandon costars as his apprentice in CBS-TV comedy series, "Mr. Merlin."

NEA budget process under way for 1982-83

WASHINGTON, D.C.—The NEA Committee on Program and Budget has begun the budget-making process for the 1982-83 fiscal year, which begins September 1, 1982. Committee members are Eloise L. Anderson, NEA director for Wyoming; James M. Davenport, NEA director for Michigan; Bernie Freitag, NEA vice-president; Mary Hatwood Futrell, NEA secretary-treasurer; Beverly (Tiah) Lawrence, NEA director for Oregon; Leroy Wilson, NEA director for Florida; and John I. Wilson, NEA director for North Carolina.

The Committee's goal is to develop a balanced budget to present to the NEA Board of Directors at its May meeting for approval and distribution to state and local leaders. Final authority to adopt the annual budget rests with the NEA Representative Assembly in July.

The Committee, chaired by NEA Vice-President Bernie Freitag, held its orientation meeting in September and will meet January 15-17, February 15-17, and March 12-14, 1982, at NEA Center here. Committee meetings are open to NEA members.

In conjunction with NEA Regional Leadership Conferences, the Committee will hold six regional budget input hearings this winter to solicit ideas: **Southeastern States,** NEA Center, Washington, D.C., on January 9 or 10; **Mid-Atlantic States,** Columbus, Ohio, on January 9 or 10; **Midwestern States,** NEA Center, Washington, D.C., on January 30; **Pacific States,** in Hawaii or Montana, on February 27 or 28; **Western States,** Denver, Colo., on February 27 or 28; and **Northeastern States,** Boston, Mass., on March 6 or 7.

Written inquiries and suggestions on program content may be forwarded to Vice-President Freitag at NEA Center. Suggestions for inclusion in the budget should contain sufficient information to allow the Committee to reasonably ascertain cost implications and program worthiness.

NEA members may also provide budget input through any member of the Program and Budget Committee, through their NEA director, or through their local or state association. ☐

Notice of political activity rebate procedure

A nonmember of NEA who is required to pay an agency shop, fair share, or similar fee which is equivalent to dues of members to an NEA affiliate is eligible to receive a rebate of that portion of the fee which otherwise would be used by the NEA for political activity.

As used herein, the phrase "political activity" means (1) the administration of the NEA's independent political action committee (*i.e.*, NEA-PAC), (2) the determination and/or publicizing of the NEA's preference for a candidate for political office, (3) efforts to enact, defeat, repeal, or amend legislation which is not related to the working conditions (legislation establishing collective bargaining, professonal negotiation, or some other system of employer–employee relations shall be deemed related to working conditions), welfare, or working environment of employees represented by the NEA and/or its affiliates, or (4) contributions to charitable, religious, or ideological causes.

A nonmember may request a rebate by sending a written communication to:

Political Activity Rebate
Office of State Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, DC 20036

The communication must include a statement by the nonmember that he or she is not a member of the NEA, objects to the expenditure by the NEA of any portion of his or her fee for political activity, a request for a rebate, and the following information: (1) the name and address of the nonmember; (2) the position in which the nonmember is employed; (3) the name of the NEA affiliate which is the nonmember's collective bargaining representative; and (4) the amount of the fee which the nonmember is required to pay to the collective bargaining representative for the membership year in question.

The communication must be postmarked not more than thirty (30) days after the nonmember paid any portion of the fee to the collective bargaining representative, or the posting of a Political Activity Rebate Notice by the collective bargaining representative, whichever is later.

The amount of a nonmember's rebate is determined by multiplying the amount that he or she is required to pay to the NEA during the membership year in question by the percentage of the NEA budget which is expended for political activity during that year.

A preliminary determination has been made that during the 1981-82 membership year 8.7 percent of the NEA budget will be expended for political activity. After the membership year has ended, a final determination will be made on the basis of the amount actually expended for political activity. Each nonmember who requests a rebate will be notified in writing of the amount to which he or she is entitled and the procedure for payment.

If service fees charged to nonmembers are established at an amount less than regular dues and the difference is greater than the actual rebate, the full rebate will be considered to have been paid to the nonmember by virtue of the reduction. If the difference is not greater than the rebate, nonmembers will be entitled only to that portion of the rebate which exceeds the difference between regular dues and the reduced fees. ☐

Paul Bower exemplifies the best in the teaching profession as he completes his 3,500-mile, coast-to-coast bicycle trip.

Teacher's coast-to-coast bike ride honors memory of a former student

DOVER, DEL.—A Delaware State Education Association/NEA member here pedaled his way across 14 states this summer to help the American Cancer Society and to fulfill a promise made to a former student.

Paul Bower, fourth grade teacher at the Dover Air Force Base Elementary School, had promised to visit 9-year-old Rusty Ostler, a former student who had moved to California for cancer treatment. Bower said he would make the visit in June even if he lacked the round-trip airfare and had to bicycle back home.

Rusty died before June, but the promise didn't. Bower flew to California, visited Rusty's parents, and then started pedaling, collecting pledges for American Cancer Society chapters as he went.

He arrived back in his home town of Wyoming, Del., to an old-fashioned hero's welcome as the town council proclaimed "Paul Bower Day." ☐

Single-parent families on the rise

WASHINGTON, D.C.—Teachers and other school employees are well aware that more and more American children are growing up in single-parent households. National statistics show just how widespread this experience is becoming.

In 1970, more than 8 million children—11.9 percent of the total U.S. population under age 18—lived in one-parent families. By 1979, while the total number of children was down by about 10 percent, the number living with one parent had grown to over 11 million—18.5 percent, or almost one in five.

The Population Reference Bureau predicts that as many as 45 percent of all U.S. children born in 1977 will live as members of a single-parent household for at least several months before they reach age 18. ☐

Can you quit smoking?

WASHINGTON, D.C.—The American Cancer Society challenges you to give up smoking from midnight to midnight, Thursday, November 19, during the fifth annual "Great American Smokeout."

The 1981 Smokeout aims to help those nine out of ten cigarette smokers who have said they would like to quit. A Gallup poll showed that about half the almost 5 million Americans who quit smoking on last November's Smokeout Day were still off cigarettes as much as 10 days later.

Tips for getting through the day without smoking:

► Don't carry a lighter or matches.

► Wrap your cigarettes in paper and secure with a rubberband.

► Eat fresh fruit or other snacks, or chew gum.

► Exercise to relieve tension; climb stairs.

► Tell your friends you're quitting.

► Ask smokers not to light up near you.

► Treat yourself kindly—to a movie, a nap, music.

And good luck! ☐

SKIP
NOV.
19th.

On November 19, we'd like you to stop smoking cigarettes for 24 hours. It's worth a try. Because if you can skip cigarettes for a day, you might discover you can skip 'em forever.

THE GREAT AMERICAN SMOKEOUT
American Cancer Society

This space contributed by the publisher.

ROLL-CALL VOTES OF NEA DIRECTORS

Board approves budget adjustments, extends NEA contract with AMPR

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter*. Two such votes were taken at the September 25-26, 1981, Board meeting.

Subjects of roll-call votes:

#1: To authorize budget adjustments as recommended by the Executive Committee. (118 YES, 7 NOT VOTING, 1 ABSENT and replaced by alternate)

#2: To approve a two-year extension of the contract with the Asociación de Maestros de Puerto Rico (AMPR) and to authorize an appropriation of $130,000 from the contingency fund for implementation of the 1981-82 funding arrangement. (116 YES, 9 NOT VOTING, 1 ABSENT and replaced by alternate)

Key:
'Y'—voted in favor
'NV'—vote not recorded
'O'—absent from meeting
'*'—alternate director
'**'—submitted statement of position on the issue

NAME	STATE	ROLL CALL 1	2
Dotson	Ala.	Y	Y
Jones	Ala.	Y	Y
Potter	Alaska	Y	NV
Beachem	Ariz.	Y	Y
Guy	Ariz.	Y	Y
Johnson	Ark.	Y	Y
Curfman	Calif.	Y	Y
Estrellas	Calif.	Y	Y
Foglia	Calif.	Y	Y
Hodgkins	Calif.	Y	Y
Kuiper	Calif.	Y	Y
Logue	Calif.	Y	Y
Shaw	Calif.	Y	Y
Vick	Calif.	Y	Y
Bradshaw	Colo.	Y	Y
Lansford	Colo.	Y	Y
Gagliardi	Conn.	Y	Y
McLean-Waller	Conn.	NV	NV
Testerman	Del.	Y	Y
Winter	D.C.	Y	Y
Scott	Fla.	Y	Y
Wilson	Fla.	Y	Y
Scott	Ga.	Y	Y
Wright	Ga.	Y	Y
Elento	Hawaii	Y	Y
Hovey	Idaho	Y	Y
Barrow	Ill.	Y	Y
Fitch	Ill.	Y	Y
Mishler	Ill.	Y	Y
Miller	Ind.	Y	Y
Moudy	Ind.	Y	Y
Gilchrist	Iowa	Y	Y
Halliburton	Iowa	Y	Y
Lewis	Kansas	Y	Y
Steele	Kansas	Y	Y
Harvey	Ky	Y	Y
Morton	Ky	Y	Y
Coleman	La.	Y	Y
Scott	La.	Y	Y
Sullivan	Maine	O	O
*Supranovich	Maine	Y	Y
Jones	Md.	Y	Y
Kuker-Kihl	Md.	Y	Y
**Dunn	Mass.	NV	NV
Gilmore	Mass.	Y	Y
Johnson-Taylor	Mass.	Y	Y
Christian	Mich.	Y	Y
Davenport	Mich.	Y	Y
Smith	Mich.	Y	Y
Speicher	Mich.	Y	Y
Zook	Mich.	Y	NV
Bauermeister	Minn.	Y	Y
Etter	Minn.	Y	Y
Holman	Minn.	Y	Y
Bradley	Miss.	Y	Y
Austin	Mo.	Y	Y
Johnson	Mont.	Y	Y
Kaldahl	Nebr.	Y	Y
Anderson	Nev.	Y	Y
Jenis	N.H.	Y	Y
Gibson	N.J.	NV	NV
Goldman	N.J.	Y	Y
Graham	N.J.	Y	Y
Parish	N.J.	Y	Y
Walters	N.J.	Y	Y
Eachus	N. Mex.	Y	Y
Cleveland	N.Y.	Y	Y
Washington	N.Y.	NV	NV
Cummings	N.C.	Y	Y
Rader	N.C.	Y	Y
Wilson	N.C.	Y	Y
Gallagher	N. Dak.	Y	Y
Abel	Ohio	Y	Y
Dorsey	Ohio	Y	Y
**Potts	Ohio	NV	NV
Rudd	Ohio	Y	Y
Savage	Ohio	Y	Y
House	Okla.	Y	Y
Jewell	Okla.	Y	Y
Lawrence	Ore.	Y	Y
Lee	Ore.	Y	Y
Mosher	OV	Y	Y
Farr	Pa.	Y	Y
Huntley	Pa.	Y	Y
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
Wyland	Pa.	Y	Y
del Valle	P.R.	Y	Y
Mello	R.I.	Y	Y
Cooper	S.C.	Y	Y
Horgen	S. Dak.	Y	Y
Akers	Tenn.	NV	NV
Martin	Tenn.	Y	Y
Pike	Tenn.	Y	Y
Foster	Texas	Y	Y
Harrell	Texas	Y	Y
Hilger	Texas	Y	Y
Hunt	Texas	Y	Y
Stacey	Texas	Y	Y
Peterson	Utah	Y	Y
Scott	Vt.	Y	Y
Coffey	Va.	Y	Y
Gant	Va.	Y	Y
Nelson	Va.	NV	NV
Amos	Wash.	Y	Y
Horne	Wash.	Y	Y
Wahlquist	Wash.	Y	Y
Keeney	W. Va.	Y	Y
Carlin	Wisc.	Y	Y
Lewandowski	Wisc.	Y	Y
Schleife	Wisc.	Y	Y
Anderson	Wyo.	Y	Y
Bernat	SNEA	Y	Y
Duncan	SNEA	Y	Y
Benson	At Large	Y	Y
Sproul	At Large	Y	Y
Treibley	At Large	Y	Y
Burse	Ex. Com.	Y	Y
Fujimori	Ex. Com.	Y	Y
Mack	Ex. Com.	Y	Y
Obermeyer	Ex. Com.	Y	Y
Owens	Ex. Com.	Y	Y
Woodard	Ex. Com.	Y	Y
Futrell	Ex. Com.	Y	Y
Freitag	Ex. Com.	Y	Y
McGuire	Ex. Com.	Y	Y

******Patricia Ann Dunn* (Massachusetts) and *Robert J. Potts* (Ohio) were not present at the time of the roll-call votes but reported their affirmative positions on both issues.

NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

That's right, with your Association's AD&D program, $19 a year provides $130,000 of coverage for losses resulting from certain accidents—$30,000 for *any* covered accident (see benefits chart). Select the entire coverage for yourself or split it between you and your eligible dependents: the contribution remains the same. And, as a unified member, you are eligible for this protection at attractive group rates—and there's no medical examination to enroll! Just look at the chart below to see the outstanding benefits of enrolling in this plan, underwritten by The Prudential Insurance Company of America.

AD&D BENEFITS ARE PAYABLE AS FOLLOWS:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Increasing benefits . . . an added benefit of unified membership," up to a maximum of $50,000 for each member.

Add $4 for optional disability protection!

If you are under age 60, for just $4 more per year, you can have the additional protection of a Special Disability Benefit along with the basic AD&D coverage. This optional benefit assures you an income of $500 a month if you become totally disabled within 30 days after and as a result of an accidental injury. And it is payable *regardless* of any other coverage you may have.

This special benefit is for members only, and the injury must occur while you are insured for this benefit and before you reach age 60. Benefits begin after the 26th week of total disability and are payable while you remain totally disabled up to ten years or until age 65, whichever comes first.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training, or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Increasing benefits . . . an added benefit of unified membership.

You are entitled to even greater AD&D benefits for certain accidents when you remain continuously insured as a member under this plan for up to five years. The benefit payable to you for an accident on a public conveyance will increase $10,000 on each anniversary of your effective date of coverage (occurring after October 1, 1975) up to a maximum of $50,000. For example, after five years, a "Member Only" would be insured for $180,000: $130,000 + $50,000!

Important facts about AD&D coverage:

AD&D benefits—In any one covered accident, one-half the full benefit amount is payable for loss of one foot, one hand or sight of one eye. The full benefit is payable if death or more than one such loss results from the same accident. For persons under age 70, AD&D benefits are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

*Time limitations are not applicable in Pennsylvania.

Eligibility—All unified members are eligible. Eligible dependents include: your spouse (unless legally separated); all unmarried children (including legally adopted, foster and step-children) between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. No one is eligible for dependent insurance while in active military service. Dependents coverage may be included when you enroll or at any time thereafter. Once dependents coverage is in effect, newborn children are automatically insured at the age of two weeks. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

A dependent's coverage will remain in effect until eligibility requirements are no longer met or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the unified association and continue to make your annual contribution. In the case of your death, your spouse will have the opportunity to arrange continuance of coverage for your covered dependents at that time until they are no longer eligible.

It's a fact: accidents do happen...

And they *can* involve you or someone you love. So think about the security offered by the full AD&D program with optional disability. Remember:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage, although the optional Disability Benefit is limited to unified members under age 60.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid no matter what other insurance you have.

Take advantage of this outstanding Association benefit. Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 with optional disability. Your insurance will become effective upon receipt of your initial premium payment and acceptance of your enrollment form by Prudential.

Exclusions:

Optional Disability Benefits are not paid until after the 26th week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

The program does not cover losses, or disability where applicable, resulting from: suicide or its attempt; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft, or if aircraft, it is being used for test or experimental purposes.

*Time limitations are not applicable in Pennsylvania.

Underwritten by:

Prudential

The Prudential Insurance Company of America
Licensed in all states,
Principal Office, Newark, New Jersey

UNIFIED SPECIAL SERVICES

NEA...Working for you

ORD 70075 Serial U

ENROLLMENT FORM

R-11-81

NEA Accidental Death & Dismemberment Program
P.O. Box 433, Fort Washington, Pennsylvania 19034

Statements By Member To Be Insured
(Please print all answers)

NAME: ______ Last ______ First ______ Middle Initial

DATE OF BIRTH: ______ Mo. ______ Day ______ Year

RESIDENCE: ______ Street

______ City ______ State ______ Zip Code

BENEFICIARY AND RELATIONSHIP
(example Mary A. Doe, NOT Mrs. John Doe)

______ First ______ Middle Initial ______ Last

______ Relationship

ARE YOU A NEA MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60

☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED:
(please check one)

☐ Member only
☐ Member and spouse
☐ Member and each eligible child
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the NEA Members Insurance Trust. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

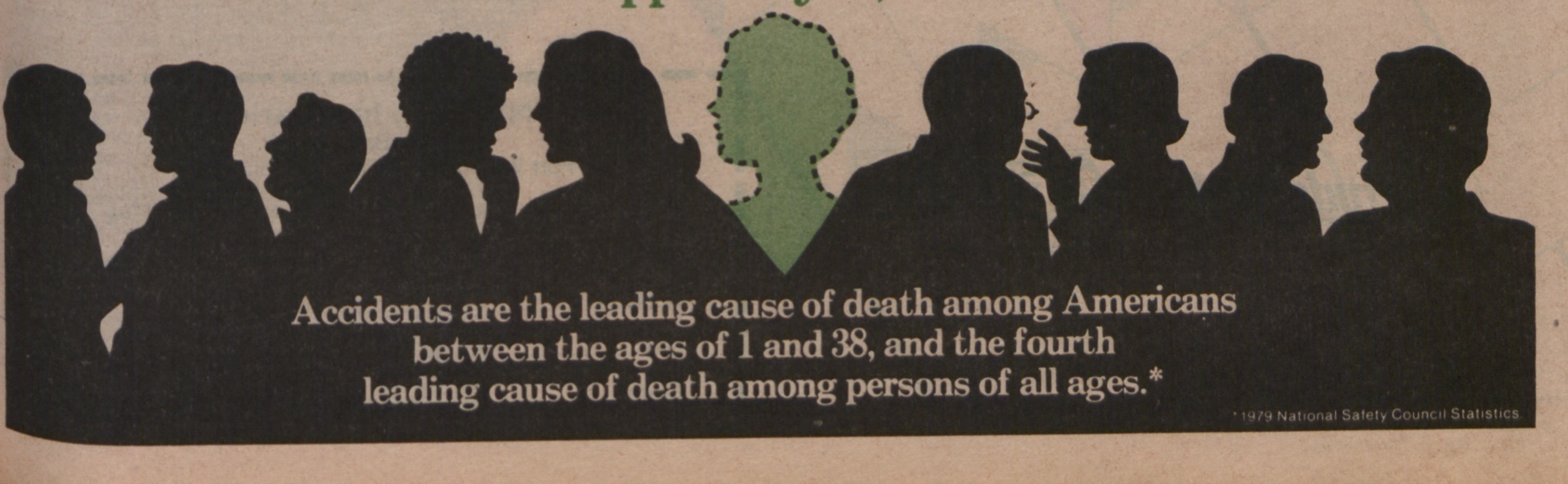
Date Signed ______ 19____

SIGNATURE OF MEMBER ______

Make Check Payable to: NEA AD&D Insurance

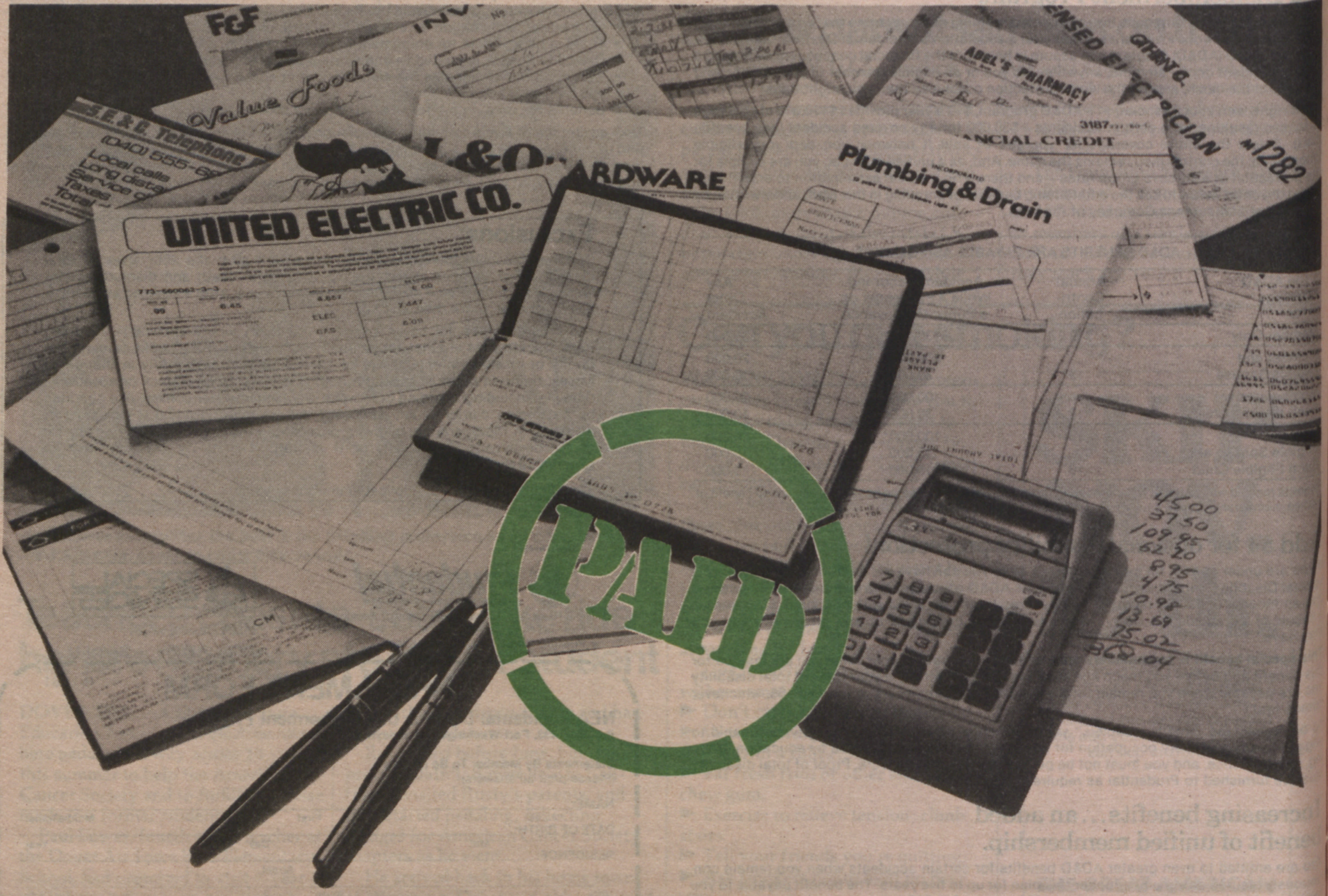
FOR INSURANCE OFFICE ONLY
Ident. # Eff. Date Dep. Plan Code GRP 76780-1

If you think a serious accident will never happen to you, consider this:



Accidents are the leading cause of death among Americans between the ages of 1 and 38, and the fourth leading cause of death among persons of all ages.*

*1979 National Safety Council Statistics.


PAID
UNITED ELECTRIC CO.
Plumbing & Drain
Value Foods
L&O HARDWARE
S.E.&B. Telephone
ABEL'S PHARMACY
LICENSED ELECTRICIAN
F&F

NIE Life Insurance… because life goes on!

To help protect your family against the consequences of inflation, you need life insurance more than ever before…and you probably need more insurance than before, too.

That's why your Association has expanded the New Independent Educator's (NIE) Life Insurance Plan to offer you up to $100,000 of financial security for your family.

This decreasing group term life coverage can help your family maintain their standard of living should they have to adjust to life without you.

So consider today's steadily rising costs…then choose coverage to meet tomorrow's needs with NIE. For detailed information on your Association's plan, fill out the coupon.

Underwritten by
Prudential

UNIFIED SPECIAL SERVICES
NEA…Working for you

R-11-81
NEA Life Insurance
P.O. Box 433
Fort Washington, Pennsylvania 19034

Please send me more information about the NIE Plan.

Name: ______________________

Address: ______________________

City: ______________________

State: ______________ Zip: ______________

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Association
Washington, D.C.

NEA REPORTER

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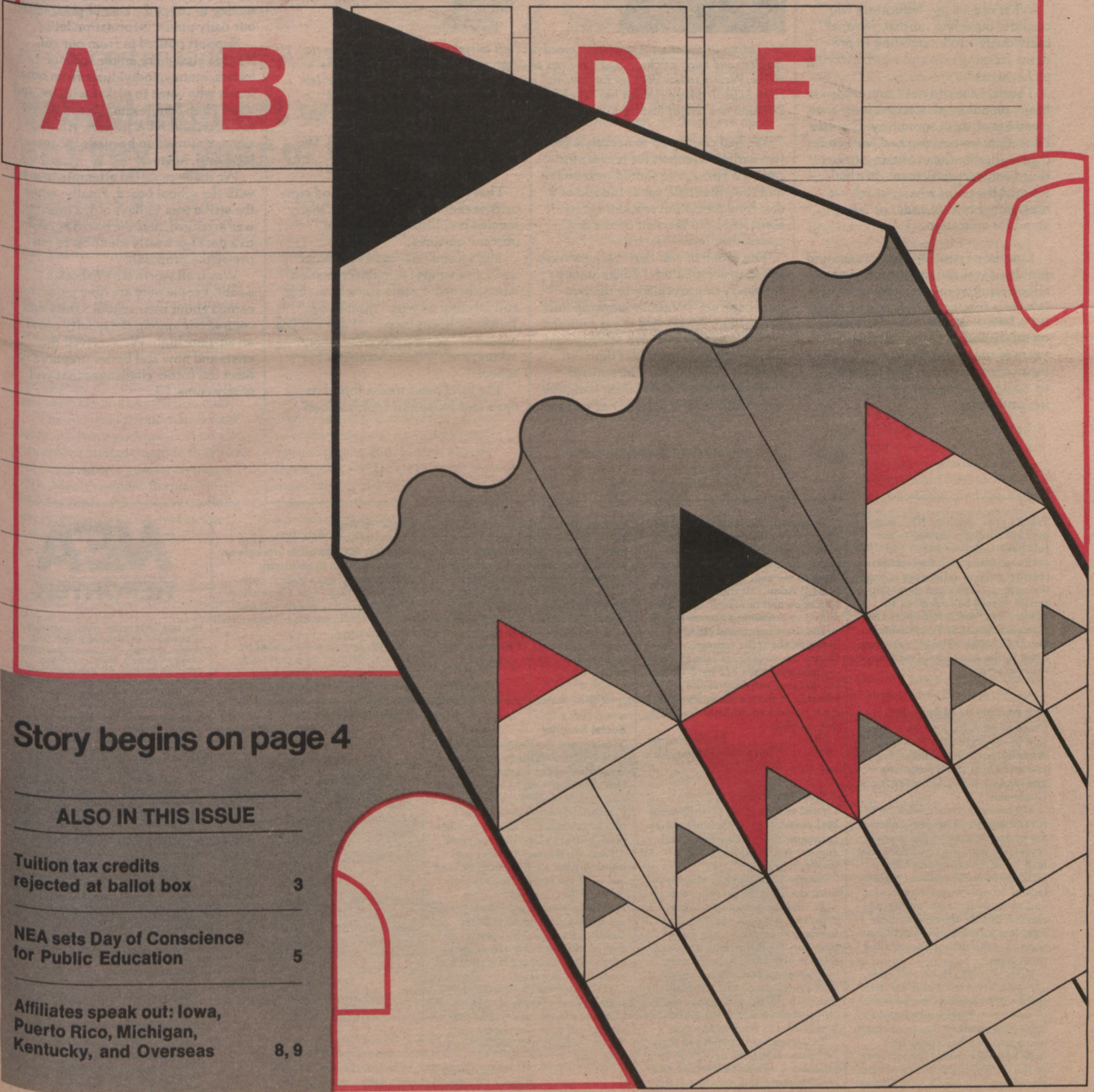
Schools win good marks from the public



Story begins on page 4

ALSO IN THIS ISSUE

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Affiliates speak out: Iowa, Puerto Rico, Michigan, Kentucky, and Overseas 8, 9

YOUR TURN

A rural community's first strike

by Barb Westman, Laurie Holden, and Richard S. A. Erickson

Recent amendments to Minnesota's Public Employment Labor Relations Act have made it much easier for teachers to call a legal strike. This fall some 6,000 teachers in over 30 Minnesota Education Association/NEA locals have staged walkouts in order to achieve contract settlements. Here three first-time strike participants in one small central Minnesota local describe what turned out to be a very positive experience.

Isle (Minn.) Education Association members (left to right) Barb Westman, Laurie Holden, and Dick Erickson had not been association activists prior to this fall's strike. Westman has been an English and journalism teacher for eight years at Isle High School, where Holden has taught business education for three years and Erickson has taught history for 17 years.

Isle, Minnesota: population 551. Resort area and farming community. 7 a.m., Tuesday, October 13: 32 of the community's 34 teachers out on strike.

What caused us—educators who consider ourselves normal, rational individuals—to be standing in predawn freezing rain and wind, carrying picket signs?

The decision did not come easily. Many on our small staff are long-time members of this community. Our Isle Education Association had worked for over eight months to obtain a negotiated contract settlement. We had reached the point where we felt we must either buckle under or take a stand for education.

Our list of pent-up frustrations and problems was not unique, but rather all too familiar to educators elsewhere. We were frustrated by years of mediocre, take-it-or-leave-it settlements on salary and working conditions . . . years of unilateral decision-making by an administration that patronized us while ignoring our everyday working problems.

We had continued to negotiate past two earlier deadlines we had set for calling a strike. We should never have had to strike at all, for at the end of a day-long mediation session, agreement had been reached on the final unresolved issue—salary.

The problem was that teachers were asked to accept a total dollar amount for salary improvement in the two-year contract—without knowing how it would be distributed. That evening we put together our own salary schedule, dividing up the dollar figure in the board's last offer. The superintendent refused to give even tentative approval to this schedule, nor would he reconvene the school board. We called the strike.

That first cold, wet day found curiosity seekers checking us out. Many seemed perplexed; a few made obscene gestures.

The second day was even colder and more windy; our determination strengthened. People started waving and saluting us with "thumbs up." Truckers' horns blared. "Why are you out here?" some passers-by began asking, and "What's wrong in our school?"

The local news media found us open and forthright and provided good coverage. Community support built as the days wore on and the weather continued to worsen.

Many veteran teachers are active in Isle's civic groups and church organizations, and they used their contacts to build even greater public understanding of our problems. People were outraged to learn that the school district had spent their tax dollars to hire a costly professional lawyer/negotiator from the Twin Cities.

Parents and students began walking our picket line. Some parents supported us by carrying signs through the small business district; others provided food. Still others donated money to cover the cost of printing our daily public information letter.

Support poured in from our colleagues elsewhere, in the form of letters, money, individuals from other locals who came to picket with us, and visits from Minnesota Education Association and NEA leaders. All decisions continued to be made by our local unit, however.

We made repeated attempts to meet with the school board. Finally, when the strike was 11 days old, a meeting was arranged, and the board agreed to a package nearly identical to our pre-strike proposal.

Was it all worth it? Without a doubt. People here are now more concerned about their school. Unity and comraderie among the faculty are at an all-time high. We survived the crisis and now feel better prepared to meet the future challenges that will surely come. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

NEA position on El Salvador

Bravo to NEA for passing a resolution in support of the National Association of Salvadorean Educators (ANDES) and denouncing present U.S. aid to El Salvador and Guatemala.

My own experience working in rural schools in Ecuador confirmed my understanding of the severely repressive working conditions that lead Latin American teachers to unionize in the first place: a gross lack of school furnishings, books, and equipment; large, multigrade classes; double shifts; disgracefully low salaries and, accordingly, social devaluation of the teaching profession.

Now, added to those obstacles . . . is the constant threat Salvadorean and Guatemalan teachers face of capture, torture, and assassination. As a result of this persecution many teachers have gone into exile and, reportedly, the majority of the country's schools have been closed down.

Financially supporting a regime that cares so little for such a basic human right as the right to educate its illiterate masses says something to me about how little our present Administration values education and how little it is committed to promoting human rights.

The more concerned NEA becomes about the repressive conditions our colleagues face globally—especially when our hard-earned tax dollars contribute to the repression of these colleagues—the more proud I am to flaunt my NEA membership.

Phyllis Palmer
Dover, New Hampshire

School lunch cuts

I noted with interest your [November] cover story on the unfortunate consequences of reduced federal support for the national school lunch program.

Nearly $1 billion has already been cut from the program this year, and the Administration is expected to propose further cuts in the near future. At the same time, however, the federal government is providing business men and women a 100 percent tax deduction for meals and entertainment. This expensive meal subsidy will cost the U.S. Treasury about $3.2 billion in fiscal 1982 alone.

In September I introduced legislation to reduce the deduction for business meals and entertainment by 30 percent and to earmark the savings for the school lunch program. This proposal would have no impact on the federal budget but would completely restore the lunch program to pre-cutback levels.

My proposal was rejected by a 2-1 margin, but I intend to bring this matter before the Senate again in the near future. We must be very clear about our priorities with respect to federally subsidized meals.

Gary Hart
United States Senator (D-Colo.)

Social Security

You accused the Reagan Administration of "a full-scale attack upon the nation's Social Security system" but in the very next sentence admitted that one in seven is on the Social Security dole alone. I run across many of these so-called poor, pitiful souls—like the truck driver who managed to buy and improve over a half section of land but can't manage to buy his children's school lunches.

If I approached my fellow teachers to mount "a massive letter writing campaign" to Congress they would probably string me up when they found out it wasn't for a teacher's pay raise.

If you can't stick to topics relevant to your purpose maybe we teachers should make a few tax cuts of our own and not let NEA tax our salaries and our patience next year.

Sandra Booth
Depew, Oklahoma

Solidarity Day

I wish to thank NEA for joining with over 300,000 other workers on September 19th in solidarity against the Reagan budget cuts. "Solidarity Day" was a monumental success, a day which will find its place in the annals of American labor history.

To the best of my knowledge, this was the first time that NEA joined forces with other wage earners to stand together as one—the working people of America. We're on the right track.

John K. Spitzberg
Germantown, Maryland

I want to commend NEA for continuing to speak out on the human issues facing our nation. I believe we as educators and professionals have the right and the responsibility to make our voices heard.

Kimberly Noë
West Columbia, South Carolina

Creationism: equal time

As a Latin teacher I decry any movement to teach creationism in our schools which rejects Classical Creationism. Our gods demand equal time.

William J. Celestino
Portsmouth, New Hampshire

NEA REPORTER

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"Educational support members are extremely important to the Association," NEA Vice-President Bernie Freitag tells ESP conference participants. "Tremendous strides have been made in the past year."

At second national NEA conference

School support workers survey a year of progress

WASHINGTON, D.C.—NEA's nearly 40,000 educational support members have come a long way in one year and are continuing to build on a solid organizing base.

This was the theme that emerged from NEA's Second Annual Educational Support Personnel (ESP) Conference, held October 23-24 at NEA Center. Thirty-six states plus the Overseas Education Association were represented by 100 educational support workers and association staff.

"The fact that support staff have become a force within our state affiliates makes things possible that were not dreamed of a year or two ago," NEA Vice-President Bernie Freitag told the conferees. "I view teaching not in a narrow sense, but as the ability of all adults in schools to interact with children."

Educational support workers must continue to increase their visibility within the association, said Freitag.

A potential 1.5 million school secretaries, bus drivers, teacher aides, security guards, maintenance workers, food service workers, university office and laboratory workers, and others await NEA's organizing efforts.

While a number of state affiliates are considering how best to begin organizing and representing support staff employees, major efforts now are taking place in Alabama, Delaware, Florida, Illinois, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Oklahoma, Oregon, Rhode Island, Vermont, Washington, and West Virginia.

The conference emphasized NEA's commitment to provide full services to educational support employees. Special training for UniServ staff this spring will include the revision of materials on membership promotion, grievance processing, verbal skills, and shop steward training to better reflect ESP concerns.

NEA Research plans to incorporate support workers' salaries into the bargaining support system network, and to maintain information on ESP arbitration awards. Other changes to provide for the special needs of educational support employees are under way in all NEA program areas, including government relations, legal services, communications, and special services, the conferees learned.

During small group discussions, educational support workers stressed their desire to play an active part in NEA. Many felt that teachers look down upon them, while others mentioned that snobbery exists within the school support staff itself. For instance, said one speaker, a school secretary might look down at the custodian, while a bus driver might not accept the cafeteria worker as an equal.

Working on problems that affect everyone, such as school budget cuts, is one way various association members can get to know and respect one another, it was suggested. Unity is important, one group said, noting that while a school district might be temporarily able to run schools during a teacher strike, it would definitely be forced to listen if bus drivers, secretaries, and other support workers walked out at the same time.

School support employees must present themselves as the equal of teachers, suggested another group, which recommended assertiveness training: "We're afraid to ask, and we must ask in order to get."

Jan Nicolay, teacher and president of the Sioux Falls (S. Dak.) Education Association, urged that association vocabulary reflect the expanded membership and that the problems of support staff be publicized. It's important to have fun and keep up social contacts among support staff and teachers, she said, adding, "We need to know we're great, we're fabulous, and let's tell the world!" □

Playing an active role at ESP conference was Charles Thomas, school bus mechanic who chairs the West Virginia Education Support Personnel Association and heads NEA's ESP Caucus.

Maria Williams, Title I tutor in Bartow, Fla., listens as Marilyn Broth, teacher assistant in Monsey, New York, shares organizing ideas. Williams chairs the Polk Education Association Paraprofessionals; Broth heads the New York Educators Association's ESP Committee.

A 'no' vote on tuition tax credits

WASHINGTON, D.C.—District of Columbia voters last month delivered the biggest blow yet against tuition tax credits.

Turning out in record numbers on Election Day, D.C. residents by a margin of almost 9 to 1 rejected a local version of the tuition tax credits legislation now before Congress.

"This stunning vote against tax credits for private school tuition is a victory for public schools all across the country," noted NEA President Willard McGuire. "The District of Columbia has sent Congress a powerful message."

The D.C. tax credits initiative started out with minimal local support. The proposal, in fact, only made it onto the ballot through the efforts of an outside organization, the National Taxpayers Union. That group had high hopes of using the D.C. initiative to build momentum—right in Congress' backyard—for national tuition tax credits legislation.

Tax credit proponents carefully worded the initiative to camouflage its impact on D.C. schools. Their well-financed publicity campaign gave the impression that all parents—with children in public and private schools alike—would benefit from the initiative, which would have allowed a tax credit of up to $1,200 per child to *each* taxpayer for educational expenses.

But NEA and D.C.-NEA, the Association's District affiliate, worked as part of grass-roots coalitions to get out the facts: (a) the credit for public school parents would be minimal (locker fees, band fees, and the like); (b) private schools are not eager to enroll the poor, the handicapped, or the learning-disabled; and (c) public schools and other city services such as transportation and sanitation would suffer from the loss of tax revenue.

NEA printed some 200,000 leaflets against the initiative and helped fund a radio campaign on the measure. D.C.-NEA members delivered leaflets all over the city and devoted considerable time to get-out-the-vote efforts.

By Election Day, voters had realized that the proposed tax credits would shift tax dollars from public to private schools and would benefit only those taxpayers wealthy enough to have big D.C. income tax bills.

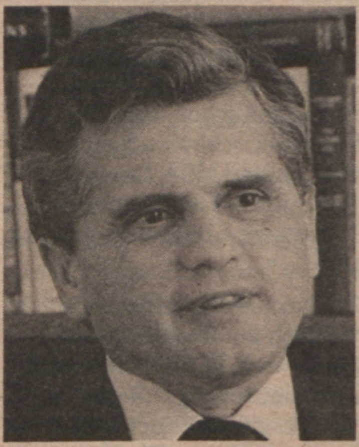
The D.C. vote is the 13th time in the last 15 years that voters around the country have rejected proposals involving public funds for nonpublic schools.

But the tuition tax credits idea is still very much alive before Congress. A Senate bill introduced by Senators Daniel Moynihan (D-NY) and Bob Packwood (R-Ore.) would offer a tax break of $500 by 1983 for every child who attends private school.

By way of comparison, the federal government currently provides less than $160 towards the education of every public school child. □

Despite media attacks

SCHOOLS WIN GOOD MARKS FROM THE PUBLIC



Hailing new survey that confirms the American public's positive opinion of the schools, NEA President Willard McGuire predicts the findings "will be surprising to many, since the media's coverage of education has concentrated on public dissatisfaction."

WASHINGTON, D.C.—For NEA members weary of headlines urging "Let Us Now Bury the Public Schools" or asking "Are Public Schools About To Flunk?" the results of a new national public opinion poll should be as welcome as a gentle breeze on a sultry summer afternoon.

The poll, commissioned by ABC News and the *Washington Post,* set out to determine what the public thinks about the country's high schools. What the pollsters discovered was that seven in ten Americans believe that the schools are doing a good job. And almost half (49 percent) believe that President Reagan's policies will hurt education.

The doomsday headline writers who have been declaring public education a wasteland are out of touch, it appears, with the reality of what is actually going on in schools across the nation. As this poll indicates, the public has retained its faith in the schools, despite the media's negative coverage.

The poll found widespread public support for the schools and the job they are doing. More than 70 percent of those polled gave their community's public high schools an overall grade of A, B, or C. In fact, 40 percent graded them A or B.

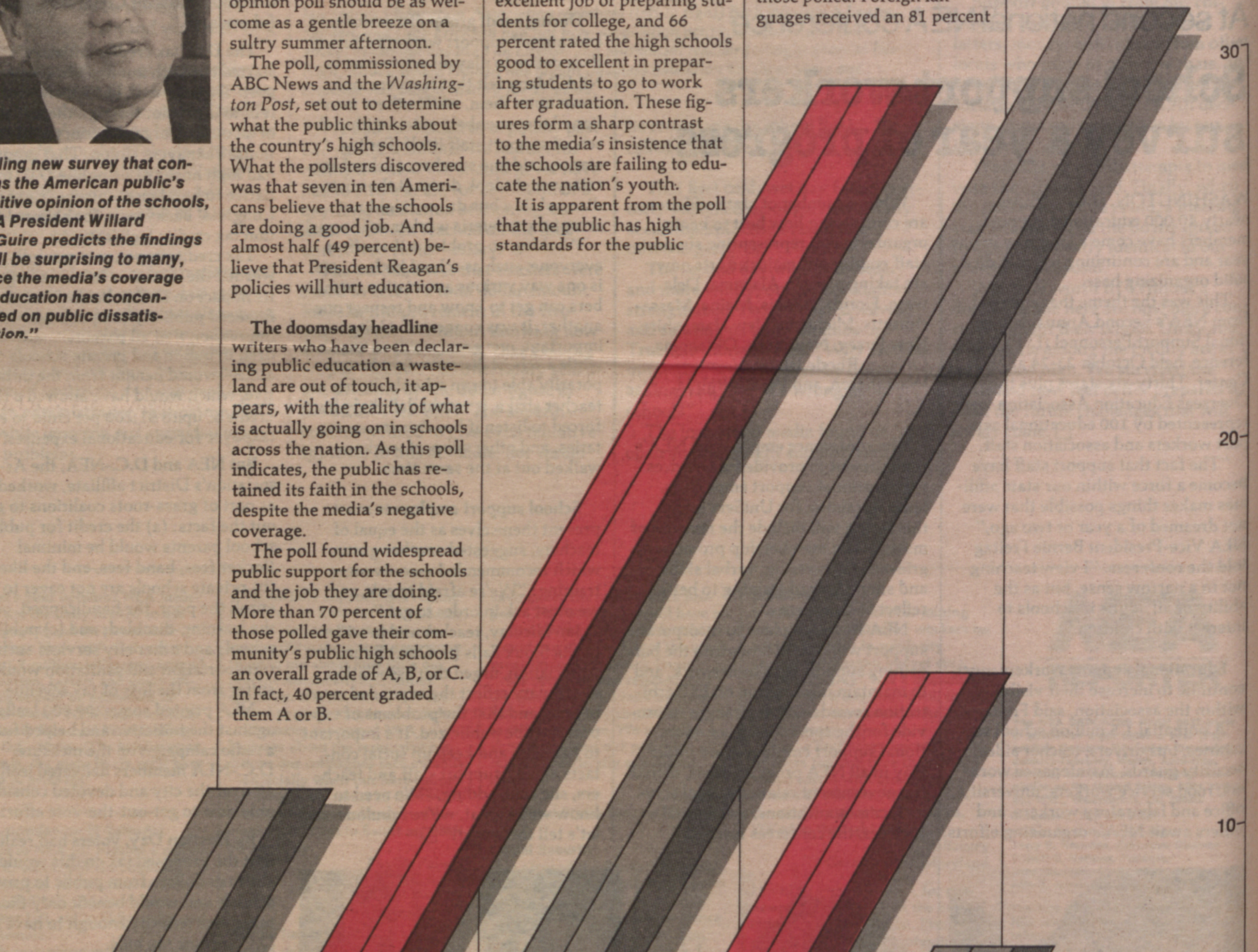
When asked how important schools are to a person's future success, 85 percent answered "extremely important." A solid 76 percent of those polled believe that high schools are doing a good to excellent job of preparing students for college, and 66 percent rated the high schools good to excellent in preparing students to go to work after graduation. These figures form a sharp contrast to the media's insistence that the schools are failing to educate the nation's youth.

It is apparent from the poll that the public has high standards for the public schools. Half of those polled feel high schools give too little attention to English and mathematics, and 59 percent would like to see more work demanded of students.

Despite the media hype about "back to basics," however, the public is not content with just the traditional "three R's." Asked to judge whether each of a list of subjects being taught in high schools was worthwhile or an unnecessary frill, the public was overwhelmingly in support of including each subject in the curriculum.

The teaching of music was supported by 82 percent of those polled. Foreign languages received an 81 percent approval rate, art 76 percent, physical education 92 percent, health and hygiene 94 percent, computer knowledge and training 89 percent, and vocational or career-oriented skills 92 percent.

The poll also reveals strong public backing for some other school programs and functions that have drawn fire from various groups. More than 70 percent believe schools should teach sex education. The placing of handicapped students in regular classes receives a 62 percent approval rate; 68 percent favor racial integration of



schools; 58 percent approve of bilingual education; and an overwhelming 95 percent want vocational training in the schools.

As surprising as it may be to the politicians who recently gutted the federally funded school breakfast and lunch programs, 69 percent of the citizens polled said they approved of those programs. Psychological counseling in the schools also received overwhelming support (83 percent), as did driver education (83 percent).

Those surveyed expressed greater confidence in the public schools than in Congress, newspapers, television, organized labor, or big business. But the poll indicates that the public shares many educators' apprehensions about the future of public education.

By a two-to-one margin among those with an opinion, the people believe that President Ronald Reagan's education policies will hurt the schools. Six of ten feel that recent budget cuts have impaired the quality of education being offered in their local high school.

One of President Reagan's campaign promises—one widely hailed by newspaper columnists and editorial writers—was to eliminate the Department of Education. It should come as something of a surprise to both the Administration and the media that better than two-thirds (67 percent) of the public is against the President's decision to relegate education to a less-than-cabinet-level position.

A rousing 60 percent of those polled also voiced opposition to the Administration-backed move to establish tax credits for those parents who pay private school tuition.

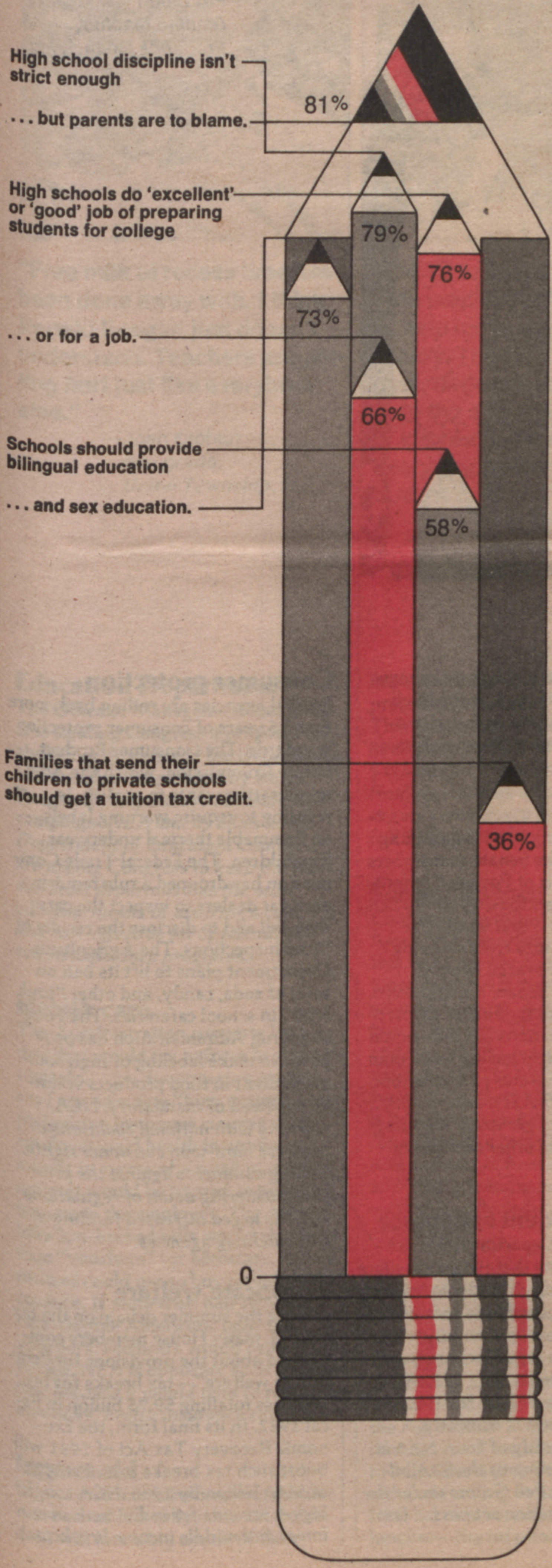
One point on which media critics, NEA members, and the public agree is that discipline is a major problem in today's high schools. However, when asked who was to blame for the fact that school discipline is too loose, a startling 81 percent blamed *parents* for not allowing high school officials to be stricter.

"The results of the ABC-*Post* survey will be surprising to many, since media coverage of education has concentrated on public dissatisfaction," NEA President Willard McGuire commented. "Our own surveys have generally found more positive public support.

"It is particularly satisfying that this new poll was done by two organizations within the media itself—organizations not connected with NEA or with teachers in any way," McGuire added.

The poll was conducted for ABC and the Washington *Post* by Chilton Research Services of Radnor, Pennsylvania. A total of 1,501 adults were interviewed by telephone between September 14 and 20.

Latest available census figures on age, sex, education, and race were used to adjust the sample slightly so that it matched the overall U.S. population in these characteristics. Theoretical margin of error for a national sample of this size is about 2.5 percent in either direction 95 percent of the time. ☐



NATIONAL DAY OF CONSCIENCE
FOR
PUBLIC EDUCATION

DAY OF CONSCIENCE set for January 17

WASHINGTON, D.C.—Sunday, January 17, 1982, has been designated a National Day of Conscience for Public Education.

The Day, called for by delegates to the 1981 NEA Representative Assembly, will be used to focus national attention on public education—its importance and its needs.

NEA will be issuing news releases, scheduling TV appearances by Association officers, and generating articles in key national periodicals. Most Day of Conscience activities, however, will be undertaken by NEA affiliates throughout the nation.

Materials are being developed and distributed to state Associations to help them launch their own publicity efforts in a nationally coordinated way. The Day of Conscience logo that appears above is being distributed to state Associations as a color slide for use by TV stations covering the Day's activities.

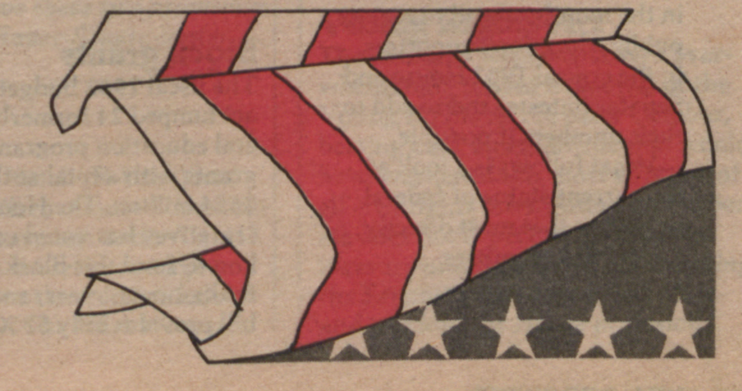
Local Associations are being invited to take part in a national student poster contest; full details have been sent to local officers and staff. The winning student and his or her teacher will be flown to Washington for a tour of the Capitol and meetings with key members of Congress and other national personalities.

Many affiliates are planning other events to take advantage of the national publicity by spotlighting state and local educational issues. Some will hold public hearings; others are incorporating Day of Conscience events into their lobbying efforts as state legislatures convene; still others are launching community relations, image-building, and curriculum improvement efforts to coincide with the January 17 observance.

"The National Day of Conscience offers us a great opportunity," says NEA President Willard McGuire. "We have a critical message to get across to the American people: public education *is* the basis of our country's freedom and justice. It's in trouble today and needs public support.

"We need funding . . . we need public backing in our efforts to help students achieve self-discipline . . . we need allies in the battle to preserve academic freedom . . . we need the means to deliver whatever our students and schools require—from supplies to adequate safety and maintenance.

"All of us who work in any aspect of education, including teaching, educational support, and administration, know that today's needs are critical. We hope this Day of Conscience will be one more avenue to help us communicate that message to the American public." ☐



In Congress and the federal agencies

NEA, allied organizations face uphill

In many different ways, in many different places, NEA members are beginning to feel the impact of the recent cuts in federal aid to education and other programs.

S 19
Kids Win with TITLE I
Reading
Math
Kids Lose-
We All Lose-
With Funds CUT

"There used to be two Title I reading teachers in many of our buildings. Now we're down to one, and there's no service at all for the sixth graders."

—Pat Smith
reading teacher,
Frederick County, Md.

WASHINGTON, D.C.—As one by one the carefully put together social programs of the past 50 years come under attack from the Executive Branch, the Congress, or both, the broad scope of the government policy reversals being sought by the Reagan Administration and its supporters on Capitol Hill becomes unmistakable.

As grim as the present situation seems, however, public education so far has actually fared better than many other social programs—thanks in large part to the lobbying effectiveness of the NEA and its congressional contact teams, and to the fact that the 97th Congress still includes many friends of education, in both parties, who have not fully bought the Reagan agenda.

NEA and its state and local affiliates will be launching all-out political action efforts in the months ahead to reelect public education supporters in the crucial 1982 House and Senate contests, and to add to their numbers if possible.

What follows is a look at the current status of federal programs that most directly affect NEA members.

Affirmative action

The Department of Labor is promoting a rule change that would exempt 81 percent of higher education institutions receiving federal funds from having to file written affirmative action plans. *In comments filed recently, NEA told the Labor Department that awarding contracts without first assuring that the money is going to a nondiscriminatory employer negates longstanding policies that federal dollars should not promote or assist in discrimination.*

Balanced budget

Some 85 members of the House of Representatives have cosigned a proposed constitutional amendment to require a balanced federal budget each year unless waived by a three-fifths vote in each congressional chamber. *NEA supports pursuit of a balanced budget but insists that stimulating productivity is preferable to "quick fix" methods such as amending the Constitution.*

Block grants

The fiscal 1982 budget reconciliation act lumped 24 formerly separate federal education programs into block grants with a total authorization of $554 million. The House of Representatives has voted only $521 million to fund this block grant program in the current year, and the Senate bill provides only $350 million. *NEA opposition to the block grant scheme has been based in part on the likelihood that the consolidation of programs would lead to fewer and fewer dollars.*

Busing

The school busing issue is gathering momentum in the Senate as members of the Separation of Powers Committee consider an antibusing bill by Sen. John East (R-NC) that would bar lower federal courts from ordering busing to achieve racial balance. Meanwhile, the Senate has approved an amendment to the Justice Department's appropriations bill that would prohibit round-trip busing more than 10 miles or 30 minutes past neighborhood schools. *NEA is working with major civil rights groups in lobbying against these and other antibusing bills.*

College student assistance

The Education Department has proposed regulations that would cut more than 700,000 college students from the list of those eligible to receive Pell (basic educational opportunity) grants. The new regs would require an income no higher than $15,680 a year for a family of four for 1982 and 1983. Income limit is currently $28,418 for a family of four. *NEA is seeking full funding of the $2.6 billion allowed for Pell Grants under the budget reconciliation act passed last summer.*

Consumer protection

Federal agencies are rolling back more than 15 years of consumer protection standards. The Consumer Product Safety Commission, which the Administration wants to abolish, is refusing to require warning labels on flammable thermal underwear for children. The Federal Trade Commission has dropped a rule requiring used car dealers to inspect the cars they sell and to disclose the results of those inspections. The Agriculture Department plans to lift its ban on sales of soda, candy, and other "junk food" in school cafeterias. The Food and Drug Administration has proposed to make labeling of high sodium content in food products voluntary instead of mandatory. *NEA, working with national coalitions to preserve hard-won consumer rights, is filing comments against the proposed watering down of regulations and has urged increased funding of the watchdog agencies.*

Corporate welfare

During the summer debate on the tax cut bill, many House members complained about the provisions for "corporate welfare"—tax breaks for big business totalling $9.75 billion in fiscal 1982. In its final form, the Economic Recovery Tax Act of 1981 will boost such tax breaks to a new high of $150 billion by 1986. *NEA sought bigger tax cuts for individuals in lower and middle income brackets.*

battle to preserve gains of recent years

"Free milk at recess time has been done away with. I think Ronald Reagan just doesn't understand. Teachers are getting hurt just like everybody else."

—Joan Cioban
first grade,
Union Township, N.J.

"I used to have a full-time aide paid out of federal funds to help me in the school library. The aide's gone this year, and I still have to try to help the same large number of kids as before. I'm affected every day by the Reagan budget cuts."

—Wilhelen Wright
librarian,
Shelby County, Tenn.

"I'm on kidney dialysis and depend on quality medical equipment for my health. Now with the Medicaid cuts, some of the dialysis centers are recycling old parts instead of using new ones. This saves money, but it also creates dangers."

—George Harper
guidance counselor,
Floyd County, Ga.

Education Department

The Office of Management and Budget is sending Congress a proposal to abolish or downgrade the Department of Education, as pledged by Ronald Reagan during the 1980 Presidential campaign. *NEA and its allies in the Department of Education Coalition are urging Congress to keep the cabinet-level department as the most effective means of assuring a coherent and cost-effective set of federal education assistance programs.*

Health care

The Administration supports legislation that would try to force health care costs down by discouraging employees from selecting "high option" comprehensive insurance coverage. Any employer-paid health insurance premiums in excess of a small monthly amount would be treated as taxable income to the employee. The Administration-backed bills would also provide "vouchers" for Medicare, which retirees could use to buy private insurance. If more than half of Medicare-eligible Americans used the vouchers, Medicare would be repealed. *NEA is opposing such legislation because it would tend to reduce members' health insurance coverage.*

Impact aid

School districts enrolling substantial numbers of federally connected children will lose a big chunk of their impact aid this year. Last year this program was funded at $790 million. This year's congressional budget reconciliation process set a ceiling of $475 million on impact aid; actual funding could be even lower. *NEA is urging Congress to appropriate the full $475 million.*

School finance

Congress is nearing final action on the fiscal 1982 education funding bill as this issue goes to press. At stake is more than $14 billion for public school programs. According to press leaks from the Office of Management and Budget, the Administration may request only $11 billion in federal support for education next year. *NEA is lobbying to maintain federal aid for school programs that cannot survive without it. Recently enacted state and local tax and spending limits make adequate federal funding imperative.*

School lunch

Price hikes resulting from this summer's cut in federal subsidies have already forced upwards of 3 million children to drop out of the national school lunch program. Meanwhile, the Agriculture Department has withdrawn a set of regulations proposing to help school districts cope with the reduced funding by lowering the nutritional requirements for school lunches—the infamous "ketchup and pickle relish" rules that outraged the country this fall. In a recent speech, however, USDA Secretary John Block said, "Both President Reagan and I felt [the proposed regs] were in tune with the Administration's philosophy. Unfortunately they were misunderstood and misinterpreted." Block said "the intent and thrust will not be changed" when the rules are reissued. *NEA, which filed written comments opposing the first set of rules, will analyze the revised regs as soon as they are published.*

Social Security

The Senate has agreed with the House of Representatives that the Social Security minimum benefit should be restored—but with an "offset" for teachers and other public employees, to the extent that their monthly state pensions exceed $300. The Senate bill also imposes a new family cap on Social Security benefits, similar to one already in effect for the federal disability insurance program. *NEA is working to have these two provisions struck out in House-Senate conference.*

Title IX

Senator Orrin Hatch (R-Utah) has introduced a bill to remove school employees from coverage under Title IX and to limit its student coverage to school programs that receive federal money directly. *The NEA Women's Caucus is working with "Title IX Watch," a coalition closely monitoring this move to gut the nine-year-old federal law prohibiting sex discrimination in education.*

Tuition tax credits

The Reagan Administration plans to support federal income tax credits for private school tuition—even if the resulting revenue loss requires a $2 billion reduction in federal funding of education programs, according to an Office of Management and Budget witness at a recent Senate hearing. The Administration is expected to offer its own tuition tax credit bill within the next few months. *NEA testified in opposition to the Senate bill and has been canvassing Capitol Hill with the National Coalition for Public Education. NEA and its local affiliate in Washington, D.C., also helped soundly defeat a D.C. tuition tax credit proposal that was seen as a national test case for the idea's appeal to the voting public (story on page 3).*

Voting Rights Act

The House of Representatives overwhelmingly passed a renewal of the Voting Rights Act in early October, beating back amendments that would have weakened this most effective of all civil rights laws. Although the Senate does not expect to consider the measure until January, *NEA is asking the Senate to speed up its schedule and to adopt the House provisions.*

KENTUCKY: Coalition defeats creationism mandate

LEXINGTON—The Fayette County Education Association (FCEA) was part of a community-wide coalition here that recently mobilized to prevent the school board from mandating the teaching of "scientific creationism" in the public schools.

Working together through the Committee for Effective Action in Science Education (CEASE) were K-12 teachers, parents, faculty and students from the University of Kentucky and Eastern Kentucky University, and over 70 local ministers. Often at odds in the past, FCEA and school administrators for once found themselves on the same side of an issue.

A group called "Citizens for Balanced Teaching of Origins" wanted the school board to require teachers to present the viewpoint that the earth is only 6,000 years old and that animals and human beings were created exactly as they exist today.

The state school superintendent has declared that school boards may use public funds to purchase textbooks and other teaching materials that support creationist theories. An attempt to make the teaching of those theories mandatory failed in the Kentucky legislature last year, but the measure is expected to be reintroduced in 1982.

The creationism question became a local issue here last fall when two creationists were elected to the school board. By this October, the five-member board was split two-to-two over whether to require equal time for Biblical theories of creation in the schools, with one undecided vote.

Some 700 citizens turned out for the board meeting at which the decision was to be made and listened intently to three hours of brief statements from both sides. Finally FCEA and its allies won the day, when their arguments based on the separation of church and state persuaded the undecided board member to vote "no" on incorporating creationism into the curriculum.

Since the Lexington area, with a population of 200,000, sets the pace for eastern and central Kentucky, FCEA President Dexter Meyer and others hope the victory here means the battle against required teaching of creationism has been won for a while. ☐

As a long line of citizens wait to speak, Fayette County (Ky.) Education Association President Dexter Meyer urges school board to defeat an attempt to incorporate the teaching of "scientific creationism" into the curriculum of the public school system.

OVERSEAS: Military dependents' schools are poorly managed, OEA tells Congress

WASHINGTON, D.C.—Testifying before a congressional "oversight" hearing this fall on the Department of Defense Dependents' Schools abroad, Overseas Education Association President Jack Rollins outlined teacher concerns about the way the DODDS system is presently managed.

"Teachers in DODDS are perceived to have an enviable opportunity to see the world while teaching overseas," Rollins told House subcommittees on education and civil service. "The reality of teaching in DODDS is quite different. The contrast between the image and the reality is quite stark."

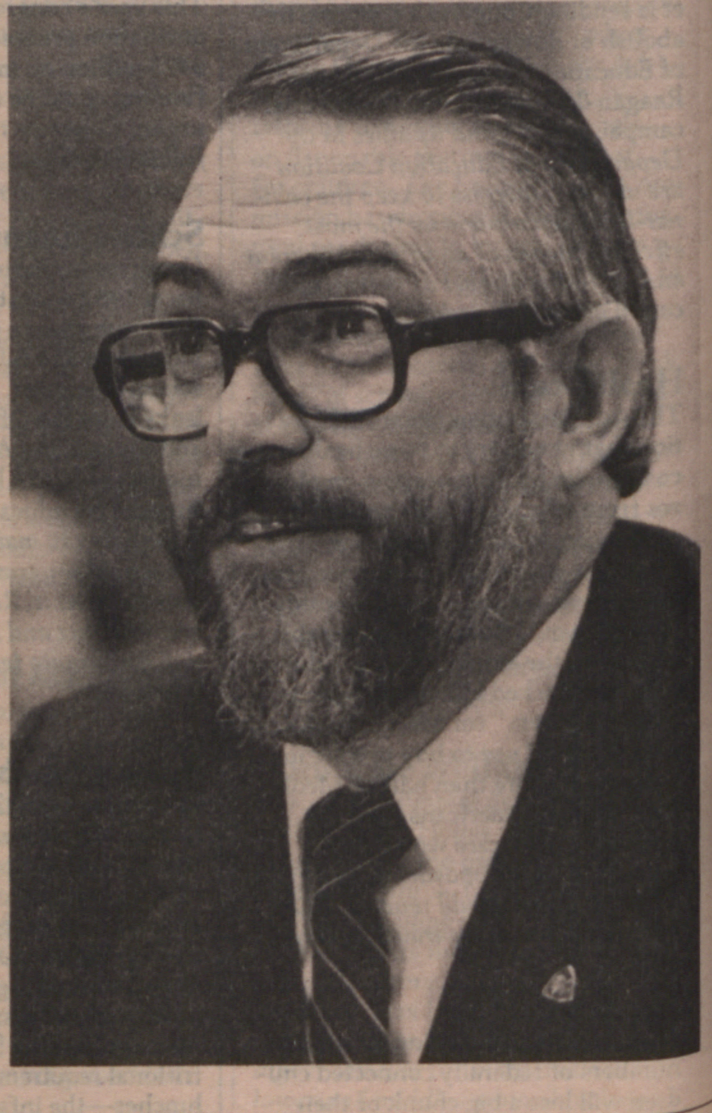
Teaching in a DODDS school means ever-increasing class sizes, dilapidated school buildings, inadequate salaries and housing, late paychecks, poor access to medical care, and incredibly inefficient and unfair recruitment and transfer policies, Rollins testified.

He pointed to the "poor record" of DODDS in the areas of collective bargaining and grievance processing, charging that DODDS management is "intent on thwarting the bargaining process at every level."

Rollins concluded by urging that the long-delayed transfer of the overseas dependents schools from the Defense Department to the Education Department take place as now scheduled on May 4, 1983.

"DODDS teachers seek a managerial system educationally oriented and sympathetic to teacher and student welfare," he said. "It may seem unusual for me to be advocating the transfer of the schools from the Department of Defense to the Department of Education when many are saying, 'Stay with Defense—they have all the money this year.' But there is no evidence either through past practice or present commitment that DODDS will truly prioritize the educational programs provided to the children of service people overseas.

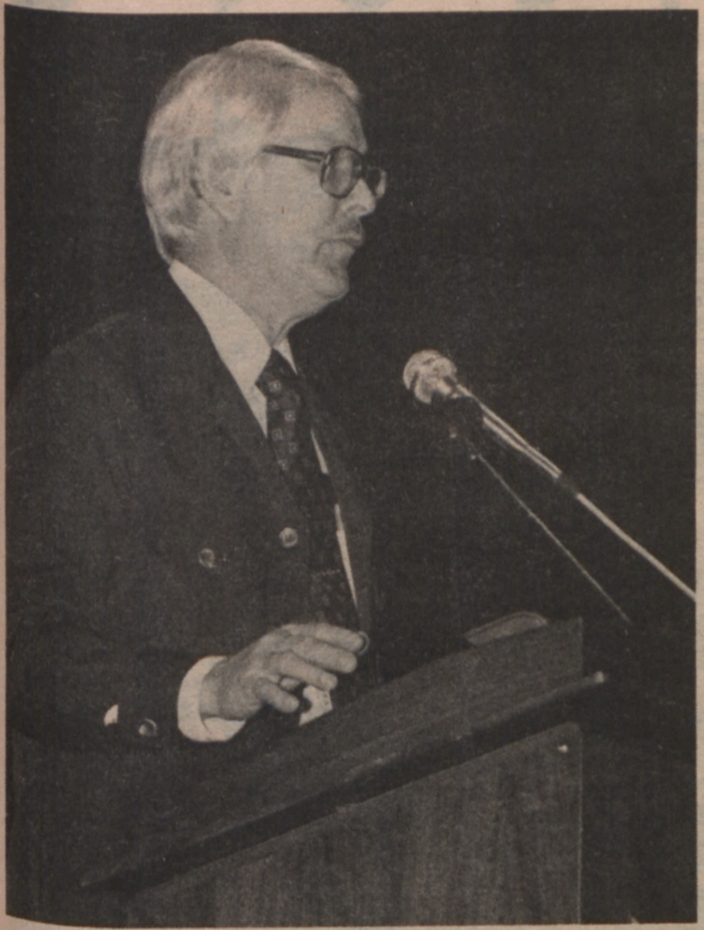
"The OEA waits for the day when teaching overseas comes close to its stateside image. Improvement in the management of the overseas schools can only mean that the students in those schools will be receiving the education they deserve." ☐



Testifying before subcommittees of the House of Representatives, Overseas Education Association President Jack Rollins presents the teacher viewpoint on problems in the Defense Department's system of schools for American military dependents abroad.

S IN ACTION

MICHIGAN: Locals face school tax crises



The public found it impossible to believe that schools would actually close, says Alpena Education Association President William Shuler. "The school board had a credibility problem, but now people know it can really happen."

ALPENA—Thanks in part to the hard work of teachers, aides, security guards, cafeteria workers, and other organized school employees, the schools are open once again in this rural district of some 6,800 students.

Alpena's schools had locked their doors for two weeks in October when the district ran out of money after voters turned down three property tax levies in a row. Members of the Alpena Education Association (AEA) and two Michigan Educational Support Personnel Association units here went all out to garner public support for the latest tax proposal, which was divided into two parts.

Their campaign paid off. A record 12,000 of the district's 18,000 voters turned out to pass a $14 million millage renewal that allowed schools to reopen November 3. Voters approved continuation of a $20.25 tax per $1,000 of assessed valuation, but rejected a request for a tax increase of $3.45 per $1,000 to finance bus transportation, food service, and extracurricular activities.

So schools here are operating without buses, athletics, clubs, elementary music, or hot lunches. Some 25 teachers and all 40 school bus drivers have already been laid off.

AEA praises the school board for daring to shut down the 14-school system, thereby placing the decision where it belonged—in the hands of the voters. The alternative would have been to keep the schools open and put the burden on teachers and support staff by asking them to work without pay.

NEA/MEA affiliates in Lincoln Park, Pontiac, Harper Creek, and elsewhere face similar tax showdowns as the slumping auto industry, declining enrollments, and severe reductions in state and federal funding bring school districts to the brink of bankruptcy.

Alpena's crisis is far from over. Citizens' groups are now demanding that the district finance bus service after all, out of the $14 million millage renewal—thus forcing cuts in other programs and layoffs of teachers and support staff. ☐

IOWA: ISEA educates public on impact of state cuts

DES MOINES—The Iowa State Education Association (ISEA/NEA) hosted public forums on school finance in 36 communities across the state this fall.

The goal was to call attention to problems that have resulted from the legislature's cuts of more than $40 million from school funding.

The forums proved to be a good way to—

► Inform Iowans about the nuts and bolts of school finance.

► Emphasize that it is the legislature, not the school board, that sets a local district's spending capacity.

► Provide legislators with concrete examples of how their refusal to raise state taxes has hurt Iowa's formerly exemplary school programs and services.

► Keep school finance issues alive in the media until the legislature reconvenes in January.

Testimony at the forums from teachers, school board members, administrators, and parents echoed findings of an early fall ISEA survey of school districts: the loss of state funding has hit reading and art programs particularly hard at the elementary level and has meant fewer new materials and larger classes at the secondary level.

"Because there are fewer teaching positions," says ISEA President George Duvall, "more and more teachers are picking up the slack by teaching subjects beyond their particular areas of expertise. What happens then is that teachers are faced with a double whammy—not only do they have less preparation time, but they also are forced to do more preparing in order to teach those subjects they're not used to teaching."

The ISEA forums have drawn extensive coverage in the state's print and broadcast media and have often led to follow-up appearances on local TV and radio talk shows. ☐

PUERTO RICO: Teachers protest low salaries

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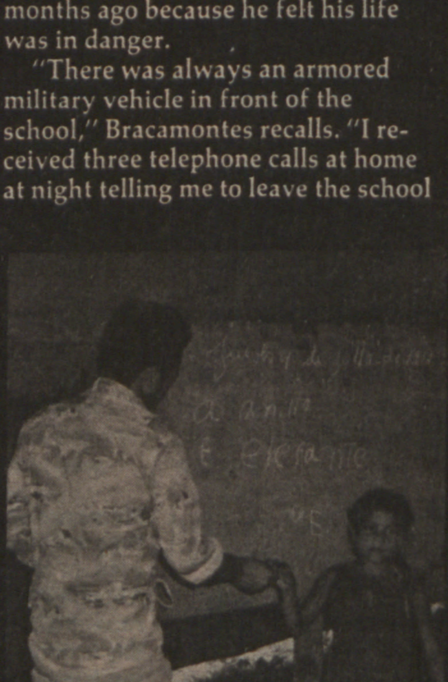
Members of NEA's Puerto Rico affiliate, the Asociación de Maestros de Puerto Rico (AMPR), march in recent island-wide school-day demonstration protesting inadequate teacher salaries in Puerto Rico's single school system. "We need an increase in salary NOW!" say the signs. Basic entry-level salary here is little more than $7,000 a year, with $250 annual increases. Among the marchers are AMPR vice-president Eugenio del Valle (second from right) and NEA southeastern regional director Jim Williams (third from right).

NIGHTMARE IN EL SALVADOR

Ricardo Bracamontes was the director of a teacher training school in rural El Salvador. He fled to Costa Rica four months ago because he felt his life was in danger.

"There was always an armored military vehicle in front of the school," Bracamontes recalls. "I received three telephone calls at home at night telling me to leave the school because it was a 'school for subversives,' and if I didn't leave I would be killed, as would my colleagues.

"The security forces stationed themselves permanently in front of my house. They would go to my house and ask for me, wanting to know why I wasn't there and what I was doing. It got to the point where I didn't go home to sleep."



Bracamontes was forced to leave his native land, becoming one of at least 250,000 Salvadorans now living as exiles or refugees in neighboring countries. He visited the U.S. in November to solicit the support of American teachers on behalf of El Salvador's teacher organization, the Asociación Nacional de Educadores Salvadoreños (ANDES).

Teachers have been one of the particular targets of repression in El Salvador—along with other unions, priests and nuns, and peasant groups that have dared to criticize or oppose the government.

According to reports from Amnesty International and other reliable sources, at least 150 teachers and 750 students were murdered in 1980. In 1981, over 50 teachers and 200 students have been killed. ANDES puts the total number of teachers assassinated in the last three years at 270.

El Salvador is a nation in total turmoil. In 1980, almost 14,000 of its citizens were slain for political reasons. Another 10,000 have been killed in 1981.

Some 80 percent of the political assassinations are the work of the national army, government security forces (National Guard, national police, and rural police), or right-wing civilian paramilitary organizations, according to international observers.

El Salvador has been under military rule longer than any other Latin American country—since 1932. In October 1979, a military-civilian junta took over. In January 1980, all the civilians resigned from the government in protest against the continuing murders and repressions. A second junta was then named, with José Napoleon Duarte as president.

Because teachers tend to be in the forefront on most social issues, they are generally one of the professions first suppressed by dictatorships. The history of teacher repression in El Salvador is longstanding, but this repression has grown more vicious under the present military junta.

Teachers are accused of "poisoning the minds" of the students who have played a key role in the growing opposition to the Duarte regime. ANDES' efforts to reduce the high illiteracy and malnutrition rates that plague El Salvador have also run into opposition from the oligarchy that has long ruled the country.

In El Salvador, as in other Latin American nations, teachers enjoy few

Continued on next page

Teachers: targets for terror

Amnesty International has published information on 72 El Salvadoran educators killed by security forces during the first eight months of 1980. They include—

JUAN ANTONIO HERNANDEZ RECINOS
Age 54, secondary school teacher and the father of two teachers, killed outright by plainclothes officers upon returning to his home in La Union on January 25. His attackers killed him in front of his wife and children as he came in the door.

RICARDO ALFARO BELTRAN
Age 35, secondary school teacher, killed by plainclothes officers on January 29 in Cabanas in front of his wife and child and several of his students as he unlocked the door of his school. Member of ANDES Executive Committee for Cabanas.

ANGEL ERASMO FIGEROA
Age 24, a teacher at the National University, shot on April 19 in Sonsonate by National Guardsmen. He underwent surgery at the San Rafael hospital in Santa Tecla, but National Guard troops surrounded the hospital. Five National Guardsmen entered the operating room and killed Professor Figeroa with several bursts of submachinegun fire as he lay on the operating table.

MAURICIO VLADIMIR HERNANDEZ
Age 26, rural school teacher, killed on April 19 by National Guardsmen in Tecepan, Usulutlan, in front of his class of about 40 seven-year-olds. One child was wounded.

MARTA CECILIA ARGUETA DE CASTILLO
Age 30, secondary school teacher, killed outright by five shots in her face on April 19 at 1 a.m. when eight National Guardsmen forced their way into her home in Santiago de Maria, Usulutlan. She was a member of the ANDES Executive Committee for Usulutlan.

CLARIBEL AMAYA DE PONCE
Age 27, rural school teacher, killed on May 8 by plainclothes officers at her home in San Lorenzo, San Vicente.

SAUL RODRIGUEZ
Age 24, rural school teacher, detained with his seven-year-old brother on May 10 at a roadblock manned by National Guardsmen. Both were found dead the following day at El Coyolito, Chalatenango, with signs of torture. Saul Rodriguez appeared to have been flayed.

ANA DEL CARMEN SANCHEZ VEGA
Age 26, teacher, killed on May 13 by plainclothes officers who forced their way into her home in the city of Santa Ana and shot her and a younger brother.

NUMA POMILIO MEMBRENO
Age 28, director of a rural school in San Augustin, killed on May 14 by plainclothes officers who arrived at the school in a red microbus and killed her with submachinegun fire inside the school, in front of her students.

IDALIA GUEVARA V. DE ALMENDARES
Age 36, rural school teacher, detained on June 3 by National Guardsmen in plain clothes, in Nueva Granada. Her body was found the following day in El Triunfo with marks of torture.

MOISES HERNANDEZ
Age 24, rural school teacher, killed at his school in Los Pilones on June 10. Several plainclothes officers took him behind the school building and decapitated him with machetes.

REYNALDO BARILLAS MORAN
Age 50, rural school teacher, killed on June 30 by National Guardsmen in civilian clothes as he left his school in Santa Elena. A year before he had been given the Dr. Dario Gonzalez Medal for "Teacher of the Year" by the Ministry of Education.

RENE ANTONIO RIVERA PEREZ
Age 52, director of the "Josefino" College in Colonia Santa Lucia, killed on July 16 by a group of heavily armed men.

MAURICIO TREJIO MEJIA
Age 36, teacher, killed on July 28 in Usulutlan by security force members who identified themselves as belonging to the "Death Squad." ☐

Continued from page 10

of the rights their U.S. counterparts have won. Salaries are low, and health benefits almost nonexistent. Most secondary teachers have to work in several schools in order to support their families.

ANDES was formed in late 1964 to defend teachers' pensions following a government announcement of a new national pension system requiring teachers to work not 30 but 40 years before they could retire—a change eventually rescinded after a nationwide strike and a long bitter struggle.

ANDES members have been threatened, kidnapped, and sometimes murdered in front of their classes. Many local ANDES leaders have been assassinated; others have had to flee the country after being put on "death lists"; still others have been kidnapped and never heard from again.

In July 1978 agents of the national police invaded ANDES' national headquarters in San Salvador. Twenty-eight persons in the office, ranging from the secretary-general to a member's 14-year-old daughter, were detained and taken to police headquarters. Many were beaten.

Since July 1980, because of government decrees and the destruction of union halls, it has been impossible for ANDES or other Salvadoran unions or associations to exercise their right to meet.

The various governments have proclaimed a state of permanent martial law since 1977, with the aid of a so-called "law on public order." The press is severely restricted. Newspapers protesting the government's actions have been closed.

Teaching—indeed merely surviving—is a constant battle. Most rural schools are closed because of the guerrilla warfare. In urban areas, night schools are closed because of the curfew; day schools are open but students are afraid to leave their homes.

El Salvador's major teacher training institution has been shut down. Schools throughout the country have been invaded by paramilitary forces, and students taken away. The Catholic university has been bombed three times. The national university has been closed since 1980, when the army invaded the campus and killed more than 40 students and professors. The campus remains under military control.

Despite the years of assassinations, jailings, torture, and sudden disappearances, ANDES continues to press its demands. At present these include the release of teachers imprisoned because of their politics . . . an end to the murder and persecution of teachers . . . compensation for the families of ANDES members who have become victims of repression . . . a $25 to $100 monthly increase in teacher pay, now averaging $150 to $200 a month . . . the establishment of sick leave for teachers . . . construction of schools in rural areas . . . and permission to start collecting dues again. ☐

1981 NEA Representative Assembly takes a stand

Resolution I-2: Education in El Salvador

"The National Education Association supports the efforts of the National Association of Salvadorean Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

"The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country."

New Business Item 1981-55: Attacks on Salvadorean Educators

"The 1981 Representative Assembly directs the NEA Board of Directors, officers, and staff immediately to condemn the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the members of the National Association of Salvadorean Educators (ANDES).

"The Representative Assembly directs the Board of Directors, officers, and staff to publicize the facts about the situation of teachers and education in El Salvador and to report their actions related to this motion in the *NEA Reporter*."

Continuing Legislative Concern IIIR: U.S. Assistance to Countries Violating Human Rights

"No U.S. military or economic assistance shall be given to any foreign government which violates or permits the violation of the basic rights of its citizens. For example, NEA shall work for cessation of aid to the current administrations in Guatemala and El Salvador."

NEWS OF SPECIAL CONCERN TO MINORITIES AND WOMEN

NEA HUMAN RIGHTS REPORT

Political action pays off

Election boosts ERA's chances for ratification in Virginia

RICHMOND—Equal Rights Amendment forces in this state scored a major gain in off-year legislative elections here November 3. Two key ERA opponents were defeated while 10 of 15 pro-ERA candidates were elected or re-elected.

NEA, the Virginia Education Association (VEA), and the National Organization for Women (NOW) had worked hard to make candidates' positions on ERA a prime election issue. As the only unratified state electing legislators before the June 30, 1982 deadline for ERA ratification, Virginia was a prime target for this fall's pro-ERA efforts.

"ERA is alive and well thanks to the combined efforts of Association members and their allies," commented NEA President Willard McGuire. "The Virginia election sends a clear signal that those legislators who persist in denying equal rights to all citizens cannot expect to continue in public office."

Besides contributing time and money to the legislative races, VEA members also backed winning gubernatorial candidate Charles (Chuck) Robb. Robb, who favors ERA ratification, singled out teachers for special thanks in his Election Night victory speech.

VEA members combed voter registration lists, manned telephone banks, distributed campaign literature, and performed a myriad of other tasks.

"We owe major thanks for our ERA efforts to the support of teachers across the nation, especially in Maryland, North Carolina, and Oklahoma," said VEA President Walt Mika. Delegates to the 1981 NEA Representative Assembly and Association members around the country contributed funds to the VEA/NEA election effort.

Among the pro-ERA legislators elected were three VEA members: Democrat Kenneth R. Plum, an adult education director in Fairfax County; Republican Delegate James H. Dillard II, who teaches government in the Fairfax County schools and serves on the House education committee; and Democratic Delegate R. Beasley Jones, a high school principal in Dinwiddie County.

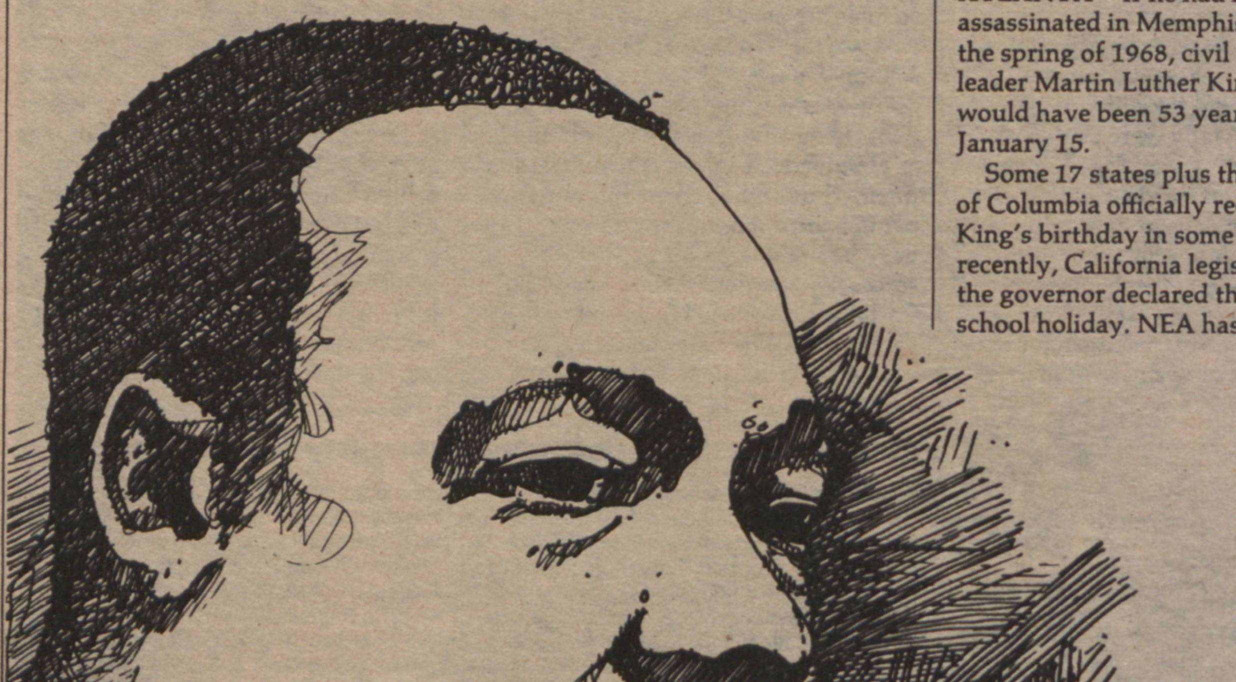
Two outspoken ERA opponents were defeated: incumbent Lawrence D. Pratt and challenger John S. Buckley. Buckley, besides being a bitter foe of ERA, gained notoriety recently for a nationally circulated letter accusing the U.S. Department of Education of being a front for "militant homosexuals, free love advocates, radical women libbers, and pornography merchants."

Despite the legislative victories, there is still a long, hard pull ahead for ERA in Virginia, VEA reports. The state senate stands tied on the issue, 20 to 20.

In the House of Delegates there are now six vacancies on the 20-member Privileges and Elections Committee, where ERA legislation has been tied up. The House speaker, an ERA opponent, appoints committee members, so ERA backers are planning a "procedural discharge" of the proposed legislation from the committee. ☐

Ken Plum, an Association member and ERA backer who won his race for a seat in the Virginia House of Delegates, shares an Election Night hug with Gail Gonzales, campaign coordinator for the successful VEA/NEA drive to elect pro-ERA legislators.

January 15: a day to remember Martin Luther King, Jr.



ATLANTA—If he had not been assassinated in Memphis during the spring of 1968, civil rights leader Martin Luther King, Jr., would have been 53 years old this January 15.

Some 17 states plus the District of Columbia officially recognize King's birthday in some way. Most recently, California legislators and the governor declared the day a school holiday. NEA has long urged governors to proclaim January 15 a state holiday, and Congress and the President to declare the day a national holiday.

Freedom Hall, built here with funds contributed by many, including $103,000 donated by NEA members through the NEA Freedom Hall Fund, will be dedicated on King's birthday by Coretta Scott King and others. The complex is located next to Ebenezer Baptist Church, where King and his father both preached.

Freedom Hall will house an archives on the life of the slain civil rights leader. In addition, it will provide space for social programs to teach reading skills to adults, demonstrate nonviolent conflict resolution to military chaplains, and help revitalize the Martin Luther King, Jr., Historical District.

The Martin Luther King, Jr., Center for Nonviolent Social Change recently announced a $5 million fundraising drive to furnish Freedom Hall and finance its activities. NEA President Willard McGuire has called upon those who did not contribute before to do so now. NEA members or affiliates should send checks to NEA Freedom Hall Fund, Room 810, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

Margaret Mead, the late anthropologist known for her studies of children and families, is featured in the December 15 episode of public television's "Odyssey" series.

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

A Long Way Home—*ABC-TV, Sunday, December 6, 9-11 p.m. ET.* 'General Electric Theater' drama starring Timothy Hutton and Brenda Vaccaro. Three siblings are abandoned by their parents, then adopted into three different families. The oldest boy, haunted by the past, battles bureaucracy, roadblocks, and disappointments in his unceasing search for his younger brother and sister.

The Patricia Neal Story—*CBS-TV, Tuesday, December 8, 9-11 p.m. ET.* Glenda Jackson and Dirk Bogarde star in dramatized account of actress Patricia Neal's recovery from near fatal series of strokes.

Odyssey—*PBS, Tuesdays, 9-10 p.m. ET.* Highly acclaimed series exploring the richness and diversity of the human experience in all parts of the world, past and present, returns with 15 new programs. Focus is on archaeologists and anthropologists as they seek to understand customs and beliefs that make each society unique, as well as common threads that bind all people together. Single copies of magazine and educator's guide are available free from Odyssey Magazine, P.O. Box 1000, Boston, MA 02118 (please indicate grade level and name of school).

Step Too Slow—*30-minute special syndicated by Capital Cities Broadcasting to over 150 TV stations; check local listings for December broadcast date and time.* An English teacher encourages a high school basketball player to examine himself and his abilities; student learns to deal with his own problems by helping others.

Rigoletto—*PBS, Wednesday, December 16, 8 p.m.-1:45 a.m. ET.* 'Live from the Met' presents the Verdi masterpiece. With English subtitles; simulcast in stereo in many cities.

Quiz Kids—*CBS Cable, Tuesdays, 8-8:30 p.m. ET; repeated Wednesdays, 5-5:30 p.m. ET.* Five young contestants answer difficult questions on varied subjects.

Les Miserables—*CBS Radio Network, Monday through Friday, January 11-15; check local listings for daily airtime.* CBS Radio Mystery Theater opens its ninth season with special five-part adaptation of the Victor Hugo classic, starring Alexander Scourby.

Life on Earth—*PBS, Tuesdays beginning January 12, 8-9 p.m. ET; repeated Sundays beginning January 17, 7-8 p.m. ET.* Series of 13 programs traces the development of life from the first simple ocean organisms to the vast array of creatures populating the planet today.

Alice in Wonderland—*NBC-TV, Saturday, January 16, 8-9:30 p.m. ET.* Meryl Streep stars in a modern interpretation of Lewis Carroll's classic.

Rainbow Patch—*NBC-TV-owned stations and 35 independent stations, weekends—check local listings for broadcast dates and times.* Magical, musical adventure series for young children. 30-minute programs designed to stimulate the imagination and develop social and ethnic values.

From Me to You—*30-second "microprograms" syndicated to TV stations across the country for airing during family and children's viewing hours.* Children speak to children about health, safety, and other vital issues. Series of 65 segments includes messages on homework, diet, safety with strangers, and the dangers of playing with guns. ☐

Off-air taping permitted for one-time classroom use

WASHINGTON, D.C.—A set of guidelines to facilitate the use of video material in the schools has been hammered out by a negotiating committee representing education organizations, broadcasters, copyright owners, and TV industry guilds and unions.

These new guidelines, which became effective October 14, have nothing to do with recent court decisions on taping video material for home use. The negotiated guidelines apply only to nonprofit educational institutions.

The legality of off-air taping of TV programs for later use in the classroom has long been uncertain. Five years ago Congress amended the 1909 copyright law to make it relevant to modern technology and added the concept of "fair use," but this term was never defined.

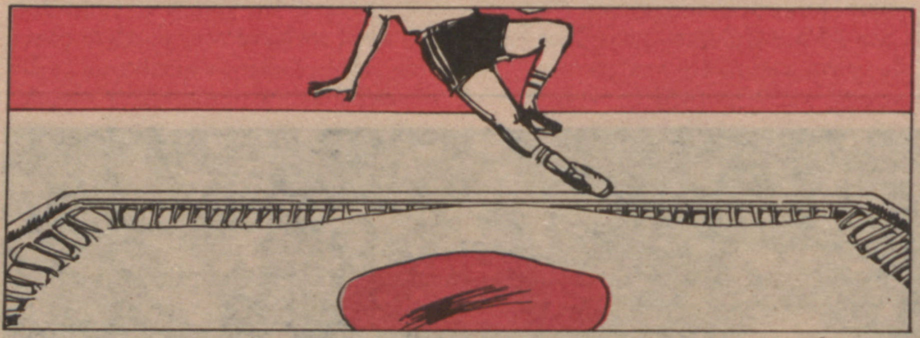
In March 1979 the chair of the House Subcommittee on Courts, Civil Liberties and Administration of Justice, Rep. Robert Kastenmeier of Wisconsin, decided to clear up the question by appointing a 19-member panel of all concerned parties to define "fair use" of video broadcasts in a mutually acceptable way.

The guidelines this panel recently settled on were published in full in the November 9 issue of *NEA NOW*, a weekly newsletter mailed to all local association presidents and UniServ staff.

The crux of the agreement is that a teacher may tape any copyrighted TV program and use it in class *once* within the first 10 school days after the original broadcast. If the teacher wants to show the program again, he or she must either rent or buy it from the copyright owner.

Notes NEA's representative on the panel that negotiated the agreement, Association Vice-President Bernie Freitag, "These off-air taping guidelines are intended to allow fair classroom use of TV programs—without infringing on the rights of the performers, writers, musicians, and others who own the video material."

This voluntary agreement does not change the copyright law or bind any court to a particular interpretation of the law. But the courts are likely to take the guidelines into account because they have been ratified by both educators and broadcasters. ☐



Program becomes better than ever

NEA liability program expands coverage

WASHINGTON, D.C.—How often has your insurance coverage increased while your premium remained the same?

That's exactly what happened recently with NEA's Educators Employment Liability program. As of September 1 NEA substantially increased the coverage provided under this program—which still covers all Association members *at no cost* to individuals.

The liability program protects NEA members against personal financial loss if they are sued in connection with their employment.

The basic liability coverage now provides payment of—

- ► Up to $1,000,000 in a civil negligence suit. (Prior coverage paid up to $250,000.)
- ► Up to $250,000 in suits alleging violation of civil rights. (Prior coverage paid attorney's fees up to $2,500.)
- ► Up to $25,000 for reimbursement of attorney's fees in defense of a criminal charge. (Prior coverage paid attorney's fees up to $10,000.)
- ► Up to $1,000 for reimbursement of a bail bond premium.
- ► Up to $250 for assault-related personal property damage.

In addition to these monetary increases, the program has also been expanded to cover—

- ► Licensed personnel who conduct psychological counseling and therapeutic services.
- ► Educational support personnel in most of their regular employment activities, including expanded coverage for cafeteria workers, security guards, and bus drivers.

The expanded coverage is detailed in the plan description at right.

New NEA tax guide available soon

WASHINGTON, D.C.—The 1982 edition of NEA's popular *Income Tax Guide for Teachers* will be ready for mailing in early January.

The guide has been updated to reflect the recent wide-ranging changes in the nation's tax laws.

Last year over 1,000 people missed getting their copies by ordering too late. Don't be disappointed . . . reserve yours now by sending your name, address, and $4.95 to NEA Distribution Center, Saw Mill Road, P.O. Box 509, West Haven, CT 06516. Request stock no. 1386-7-OD.

Remember, the cost of the guide is tax deductible! ☐

Attention, candidates for NEA office

WASHINGTON, D.C.—April 1 is the deadline for advance filing by candidates for NEA office who wish to have their pictures and statements in the *NEA Reporter*. Information for candidates, including the official filing form, may be obtained from the Executive Office at NEA Center.

NEA officers to be elected at the 1982 Annual Meeting are the secretary-treasurer and two members of the Executive Committee. The Annual Meeting is scheduled for July 1-6, 1982, in Los Angeles.

Submission of filing forms does not constitute nomination for office. Nominations will take place on the first day of the Representative Assembly.

Candidates for secretary-treasurer or Executive Committee member shall have been Active or Educational Support members of NEA for two years immediately preceding the election. ☐

Competition now open for Carr awards

WASHINGTON, D.C.—NEA is currently accepting applications for two $2,500 William G. Carr scholarships. NEA members, local or state Association staffers, and teachers in other countries are all eligible.

The scholarships, awarded annually, support projects that develop leadership in the teaching profession; promote, aid, or study international or comparative education; strengthen independent professional organizations; or improve some aspect of professional Association work.

The scholarships were established in 1967 to honor the former NEA executive secretary.

Deadline for applying is February 1, 1982. Winners will be announced in early May. For further information and application forms, send a self-addressed, stamped, long envelope to William G. Carr Scholarships, NEA Center, 1201 16th Street, N.W., Washington, DC 20036. ☐

NEA Educators Employment Liability Program SUMMARY PLAN DESCRIPTION

I. INTRODUCTION

The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1980-81 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment, including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Zurich-American Insurance Company of Illinois. The entire premium for the plan is paid by NEA.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION

PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION/PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Zurich-American and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number of NEA Legal Services is (202) 833-4284.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The person designated as agent for service of legal process is Lynn Ohman, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES/COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has not been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY

MEMBERS All NEA members, including members of state and local affiliates and life members, are automatically covered by the EEL Program.

IV. COVERAGE

ACCIDENT LIABILITY Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $1,000,000, and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or at the request or approval of your supervisor. (Coverage A)

EXCLUSIONS You are *not* covered if the suit against you is:

- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:

- the rendering of medical or similar services except by licensed school nurses, physical therapists, occupational therapists, psychological therapists, or guidance counselors;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles *except:*
  1) driver training instructors in the course of their work;
  2) vocational education instructors engaged in teaching shop; and
  3) members who are supervising students entering or exiting a school bus.
- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision—except for home economics teachers and cafeteria workers, who are covered;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed for the following:

- Up to a maximum of $25,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee. Unless the proceeding results from your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B)
- Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT-RELATED PERSONAL PROPERTY DAMAGE You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind or for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE

Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member, or if NEA decides to discontinue the EEL Program as a whole. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS

SOURCE/AMOUNT/MEDIUM NEA pays the entire cost of the EEL Program. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA are applied to pay the premiums on the insurance policy issued by Zurich-American.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS

INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

Should you be unable to contact your state association's EEL coordinator, you are to send a copy of all legal documents and the description of the events directly to Zurich-American Insurance Company, 231 North Martingale Road, Schaumburg, Illinois 60196.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Direct your correspondence to Lynn Ohman, Manager, NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VII. YOUR RIGHTS UNDER ERISA

As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA. ERISA provides that all Program participants have the following rights:

- You have the right to examine, without charge, at the offices of NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Zurich-American and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Legal Services at the above address. NEA Legal Services may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year ending August 31, 1981, when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Zurich-American in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Zurich-American for the denial. You have the right to have Zurich-American review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Legal Services. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor. ☐

Visit strengthens links between NEA and Israel Teachers Union

WASHINGTON, D.C.—NEA and the Israel Teachers Union (ITU) are planning to launch a teacher exchange program and to increase cooperation in a number of areas including teacher education, leadership training, the classroom challenges posed by school integration, and the combatting of racism, apartheid, and anti-Semitism.

The stepped-up activity between the two organizations is the result of an October visit to the U.S. by four ITU teacher-leaders and their consultations at NEA Center with NEA President Willard McGuire and Executive Director Terry Herndon.

During their 10-day stay the ITU delegation viewed curricula and examined other activities at San Diego (Calif.) State University's college of education, visited elementary and secondary schools in San Diego, and observed elementary-level classes for deaf and autistic children there. Host for this part of the visit was the San Diego Teachers Association, which accommodated the group even while the association itself was in the middle of arduous negotiations for a new contract.

In the Washington, D.C., area the Israeli delegation visited schools in Montgomery County, Md., and was welcomed by the Montgomery County Education Association.

In a farewell statement to NEA President McGuire, newly elected ITU Secretary-General Amnon Abramson said: "Each country has its own problems and therefore emphasizes different aspects in the sphere of education. But what we have very much in common is the challenge to educate in the same classes the pupils coming from various cultures and countries.

"America and Israel share the problems of a melting pot society, but I am sure that both our school systems educate the young generation to grow up as free men and women and good citizens loyal to the principles of democracy."

The teacher exchange program, now in its formative stage, envisions a two-week experience involving 15 teachers from each country, who would live in the homes of their host teachers for 10 days following a few days of orientation upon arrival. Each teacher would be responsible for his or her own airfare and other expenses. ☐

Four visitors from Israel Teachers Union observe as a San Diego teacher locates their nation on the map for her hearing-impaired students. Standing, left to right, are ITU Organizing Secretary Gila Ram, Lafayette Elementary School teacher Linda Lubach, ITU member Cari Abramson, ITU Secretary-General Amnon Abramson, and ITU leader Miriam Gadish.

NEA seeks nominations for Dorros Peace Trophy

WASHINGTON, D.C.—Nominations for the Dorros Peace Trophy are now being accepted by NEA's Committee on International Relations.

The award is presented annually at the NEA Representative Assembly to the state or local association deemed to have made the most significant contribution to the "global community" concept. Previous winners have been state affiliates in Maryland, Michigan, Pennsylvania, Iowa, and Massachusetts.

The trophy is named for Sidney Dorros, a long-time NEA headquarters staff member and consultant to the NEA Bicentennial Commission, which focused its attention on the concept of a global community.

Eligible associations should not hesitate to nominate themselves. Nominations must be received by April 23, 1982. For further information or a nomination form, write to NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

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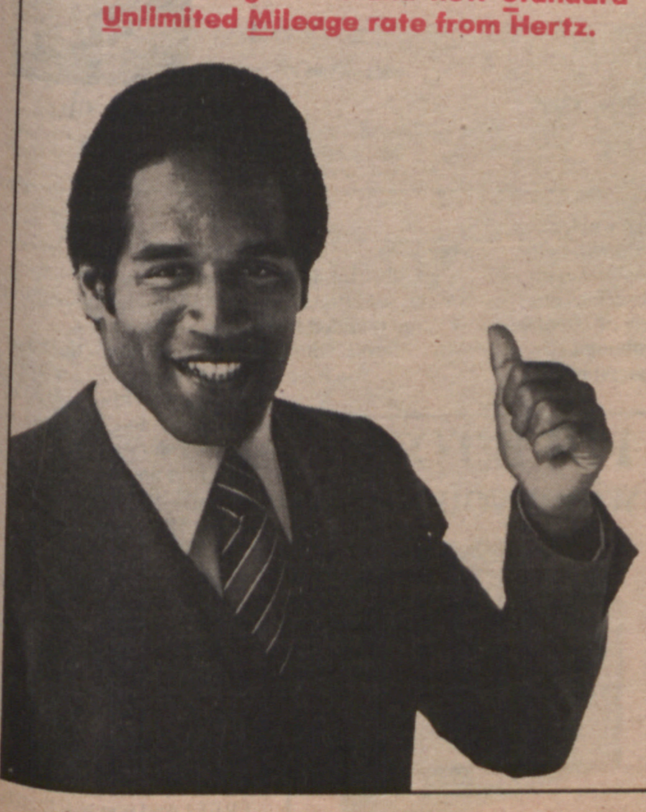

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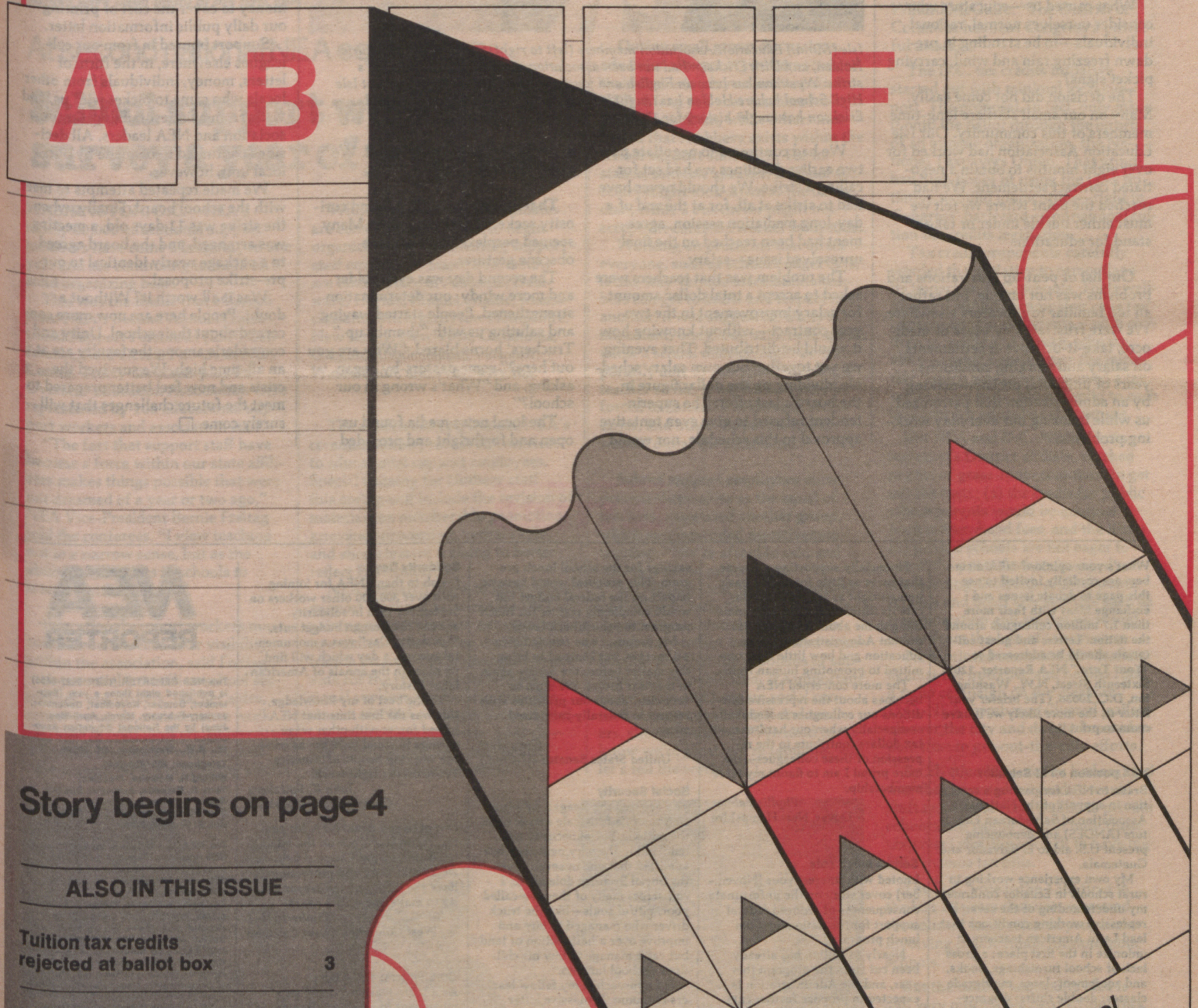

Attention, school support members: See page 10

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YOUR TURN

A rural community's first strike

by Barb Westman, Laurie Holden, and Richard S. A. Erickson

Recent amendments to Minnesota's Public Employment Labor Relations Act have made it much easier for teachers to call a legal strike. This fall some 6,000 teachers in over 30 Minnesota Education Association/NEA locals have staged walkouts in order to achieve contract settlements. Here three first-time strike participants in one small central Minnesota local describe what turned out to be a very positive experience.

Isle, Minnesota: population 551. Resort area and farming community. 7 a.m., Tuesday, October 13: 32 of the community's 34 teachers out on strike.

What caused us—educators who consider ourselves normal, rational individuals—to be standing in predawn freezing rain and wind, carrying picket signs?

The decision did not come easily. Many on our small staff are long-time members of this community. Our Isle Education Association had worked for over eight months to obtain a negotiated contract settlement. We had reached the point where we felt we must either buckle under or take a stand for education.

Our list of pent-up frustrations and problems was not unique, but rather all too familiar to educators elsewhere. We were frustrated by years of mediocre, take-it-or-leave-it settlements on salary and working conditions . . . years of unilateral decision-making by an administration that patronized us while ignoring our everyday working problems.

Isle (Minn.) Education Association members (left to right) Barb Westman, Laurie Holden, and Dick Erickson had not been association activists prior to this fall's strike. Westman has been an English and journalism teacher for eight years at Isle High School, where Holden has taught business education for three years and Erickson has taught history for 17 years.

We had continued to negotiate past two earlier deadlines we had set for calling a strike. We should never have had to strike at all, for at the end of a day-long mediation session, agreement had been reached on the final unresolved issue—salary.

The problem was that teachers were asked to accept a total dollar amount for salary improvement in the two-year contract—without knowing how it would be distributed. That evening we put together our own salary schedule, dividing up the dollar figure in the board's last offer. The superintendent refused to give even tentative approval to this schedule, nor would he reconvene the school board. We called the strike.

That first cold, wet day found curiosity seekers checking us out. Many seemed perplexed; a few made obscene gestures.

The second day was even colder and more windy; our determination strengthened. People started waving and saluting us with "thumbs up." Truckers' horns blared. "Why are you out here?" some passers-by began asking, and "What's wrong in our school?"

The local news media found us open and forthright and provided good coverage. Community support built as the days wore on and the weather continued to worsen.

Many veteran teachers are active in Isle's civic groups and church organizations, and they used their contacts to build even greater public understanding of our problems. People were outraged to learn that the school district had spent their tax dollars to hire a costly professional lawyer/negotiator from the Twin Cities.

Parents and students began walking our picket line. Some parents supported us by carrying signs through the small business district; others provided food. Still others donated money to cover the cost of printing our daily public information letter.

Support poured in from our colleagues elsewhere, in the form of letters, money, individuals from other locals who came to picket with us, and visits from Minnesota Education Association and NEA leaders. All decisions continued to be made by our local unit, however.

We made repeated attempts to meet with the school board. Finally, when the strike was 11 days old, a meeting was arranged, and the board agreed to a package nearly identical to our pre-strike proposal.

Was it all worth it? Without a doubt. People here are now more concerned about their school. Unity and comraderie among the faculty are at an all-time high. We survived the crisis and now feel better prepared to meet the future challenges that will surely come. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

NEA position on El Salvador

Bravo to NEA for passing a resolution in support of the National Association of Salvadorean Educators (ANDES) and denouncing present U.S. aid to El Salvador and Guatemala.

My own experience working in rural schools in Ecuador confirmed my understanding of the severely repressive working conditions that lead Latin American teachers to unionize in the first place: a gross lack of school furnishings, books, and equipment; large, multigrade classes; double shifts; disgracefully low salaries and, accordingly, social devaluation of the teaching profession.

Now, added to those obstacles . . . is the constant threat Salvadorean and Guatemalan teachers face of capture, torture, and assassination. As a result of this persecution many teachers have gone into exile and, reportedly, the majority of the country's schools have been closed down.

Financially supporting a regime that cares so little for such a basic human right as the right to educate its illiterate masses says something to me about how little our present Administration values education and how little it is committed to promoting human rights.

The more concerned NEA becomes about the repressive conditions our colleagues face globally—especially when our hard-earned tax dollars contribute to the repression of these colleagues—the more proud I am to flaunt my NEA membership.

Phyllis Palmer
Dover, New Hampshire

School lunch cuts

I noted with interest your [November] cover story on the unfortunate consequences of reduced federal support for the national school lunch program.

Nearly $1 billion has already been cut from the program this year, and the Administration is expected to propose further cuts in the near future. At the same time, however, the federal government is providing business men and women a 100 percent tax deduction for meals and entertainment. This expensive meal subsidy will cost the U.S. Treasury about $3.2 billion in fiscal 1982 alone.

In September I introduced legislation to reduce the deduction for business meals and entertainment by 30 percent and to earmark the savings for the school lunch program. This proposal would have no impact on the federal budget but would completely restore the lunch program to pre-cutback levels.

My proposal was rejected by a 2-1 margin, but I intend to bring this matter before the Senate again in the near future. We must be very clear about our priorities with respect to federally subsidized meals.

Gary Hart
United States Senator (D-Colo.)

Social Security

You accused the Reagan Administration of "a full-scale attack upon the nation's Social Security system" but in the very next sentence admitted that one in seven is on the Social Security dole alone. I run across many of these so-called poor, pitiful souls—like the truck driver who managed to buy and improve over a half section of land but can't manage to buy his children's school lunches.

If I approached my fellow teachers to mount "a massive letter writing campaign" to Congress they would probably string me up when they found out it wasn't for a teacher's pay raise.

If you can't stick to topics relevant to your purpose maybe we teachers should make a few tax cuts of our own and not let NEA tax our salaries and our patience next year.

Sandra Booth
Depew, Oklahoma

Solidarity Day

I wish to thank NEA for joining with over 300,000 other workers on September 19th in solidarity against the Reagan budget cuts. "Solidarity Day" was a monumental success, a day which will find its place in the annals of American labor history.

To the best of my knowledge, this was the first time that NEA joined forces with other wage earners to stand together as one—the working people of America. We're on the right track.

John K. Spitzberg
Germantown, Maryland

I want to commend NEA for continuing to speak out on the human issues facing our nation. I believe we as educators and professionals have the right and the responsibility to make our voices heard.

Kimberly Noë
West Columbia, South Carolina

Creationism: equal time

As a Latin teacher I decry any movement to teach creationism in our schools which rejects Classical Creationism. Our gods demand equal time.

William J. Celestino
Portsmouth, New Hampshire

NEA
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Contributing writers: page 3 (left) **Barbara Lawless,** (right) **Sam Pizzigati;** pages 4-5 **Linley Stafford;** page 5 (right) **Barry Abel;** pages 6-7 **David Foerster;** page 8 (top) **Barbara Lawless;** page 9 (middle) **Nancy Harris,** (bottom) **Lana Oppenheim;** pages 10-11 **Barbara Lawless;** page 12 (top) **Bob Gruenberg,** (bottom) **Barbara Lawless;** page 13 (top) **Bernadette Longford** and **Karen Klass Jaffe,** (bottom) **Nancy Harris.**

"Educational support members are extremely important to the Association," NEA Vice-President Bernie Freitag tells ESP conference participants. "Tremendous strides have been made in the past year."

At second national NEA conference

School support workers survey a year of progress

WASHINGTON, D.C.—NEA's nearly 40,000 educational support members have come a long way in one year and are continuing to build on a solid organizing base.

This was the theme that emerged from NEA's Second Annual Educational Support Personnel (ESP) Conference, held October 23-24 at NEA Center. Thirty-six states plus the Overseas Education Association were represented by 100 educational support workers and association staff.

"The fact that support staff have become a force within our state affiliates makes things possible that were not dreamed of a year or two ago," NEA Vice-President Bernie Freitag told the conferees. "I view teaching not in a narrow sense, but as the ability of all adults in schools to interact with children."

Educational support workers must continue to increase their visibility within the association, said Freitag.

A potential 1.5 million school secretaries, bus drivers, teacher aides, security guards, maintenance workers, food service workers, university office and laboratory workers, and others await NEA's organizing efforts.

While a number of state affiliates are considering how best to begin organizing and representing support staff employees, major efforts now are taking place in Alabama, Delaware, Florida, Illinois, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Oklahoma, Oregon, Rhode Island, Vermont, Washington, and West Virginia.

The conference emphasized NEA's commitment to provide full services to educational support employees. Special training for UniServ staff this spring will include the revision of materials on membership promotion, grievance processing, verbal skills, and shop steward training to better reflect ESP concerns.

NEA Research plans to incorporate support workers' salaries into the bargaining support system network, and to maintain information on ESP arbitration awards. Other changes to provide for the special needs of educational support employees are under way in all NEA program areas, including government relations, legal services, communications, and special services, the conferees learned.

During small group discussions, educational support workers stressed their desire to play an active part in NEA. Many felt that teachers look down upon them, while others mentioned that snobbery exists within the school support staff itself. For instance, said one speaker, a school secretary might look down at the custodian, while a bus driver might not accept the cafeteria worker as an equal.

Working on problems that affect everyone, such as school budget cuts, is one way various association members can get to know and respect one another, it was suggested. Unity is important, one group said, noting that while a school district might be temporarily able to run schools during a teacher strike, it would definitely be forced to listen if bus drivers, secretaries, and other support workers walked out at the same time.

School support employees must present themselves as the equal of teachers, suggested another group, which recommended assertiveness training: "We're afraid to ask, and we must ask in order to get."

Jan Nicolay, teacher and president of the Sioux Falls (S. Dak.) Education Association, urged that association vocabulary reflect the expanded membership and that the problems of support staff be publicized. It's important to have fun and keep up social contacts among support staff and teachers, she said, adding, "We need to know we're great, we're fabulous, and let's tell the world!" ☐

Playing an active role at ESP conference was Charles Thomas, school bus mechanic who chairs the West Virginia Education Support Personnel Association and heads NEA's ESP Caucus.

Maria Williams, Title I tutor in Bartow, Fla., listens as Marilyn Broth, teacher assistant in Monsey, New York, shares organizing ideas. Williams chairs the Polk Education Association Paraprofessionals; Broth heads the New York Educators Association's ESP Committee.

A 'no' vote on tuition tax credits

WASHINGTON, D.C.—District of Columbia voters last month delivered the biggest blow yet against tuition tax credits.

Turning out in record numbers on Election Day, D.C. residents by a margin of almost 9 to 1 rejected a local version of the tuition tax credits legislation now before Congress.

"This stunning vote against tax credits for private school tuition is a victory for public schools all across the country," noted NEA President Willard McGuire. "The District of Columbia has sent Congress a powerful message."

The D.C. tax credits initiative started out with minimal local support. The proposal, in fact, only made it onto the ballot through the efforts of an outside organization, the National Taxpayers Union. That group had high hopes of using the D.C. initiative to build momentum—right in Congress' backyard—for national tuition tax credits legislation.

Tax credit proponents carefully worded the initiative to camouflage its impact on D.C. schools. Their well-financed publicity campaign gave the impression that all parents—with children in public and private schools alike—would benefit from the initiative, which would have allowed a tax credit of up to $1,200 per child to *each* taxpayer for educational expenses.

But NEA and D.C.-NEA, the Association's District affiliate, worked as part of grass-roots coalitions to get out the facts: (a) the credit for public school parents would be minimal (locker fees, band fees, and the like); (b) private schools are not eager to enroll the poor, the handicapped, or the learning-disabled; and (c) public schools and other city services such as transportation and sanitation would suffer from the loss of tax revenue.

NEA printed some 200,000 leaflets against the initiative and helped fund a radio campaign on the measure. D.C.-NEA members delivered leaflets all over the city and devoted considerable time to get-out-the-vote efforts.

By Election Day, voters had realized that the proposed tax credits would shift tax dollars from public to private schools and would benefit only those taxpayers wealthy enough to have big D.C. income tax bills.

The D.C. vote is the 13th time in the last 15 years that voters around the country have rejected proposals involving public funds for nonpublic schools.

But the tuition tax credits idea is still very much alive before Congress. A Senate bill introduced by Senators Daniel Moynihan (D-NY) and Bob Packwood (R-Ore.) would offer a tax break of $500 by 1983 for every child who attends private school.

By way of comparison, the federal government currently provides less than $160 towards the education of every public school child. ☐

Despite media attacks

SCHOOLS WIN GOOD MARKS FROM THE PUBLIC

Hailing new survey that confirms the American public's positive opinion of the schools, NEA President Willard McGuire predicts the findings "will be surprising to many, since the media's coverage of education has concentrated on public dissatisfaction."

WASHINGTON, D.C.—For NEA members weary of headlines urging "Let Us Now Bury the Public Schools" or asking "Are Public Schools About To Flunk?" the results of a new national public opinion poll should be as welcome as a gentle breeze on a sultry summer afternoon.

The poll, commissioned by ABC News and the *Washington Post*, set out to determine what the public thinks about the country's high schools. What the pollsters discovered was that seven in ten Americans believe that the schools are doing a good job. And almost half (49 percent) believe that President Reagan's policies will hurt education.

The doomsday headline writers who have been declaring public education a wasteland are out of touch, it appears, with the reality of what is actually going on in schools across the nation. As this poll indicates, the public has retained its faith in the schools, despite the media's negative coverage.

The poll found widespread public support for the schools and the job they are doing. More than 70 percent of those polled gave their community's public high schools an overall grade of A, B, or C. In fact, 40 percent graded them A or B.

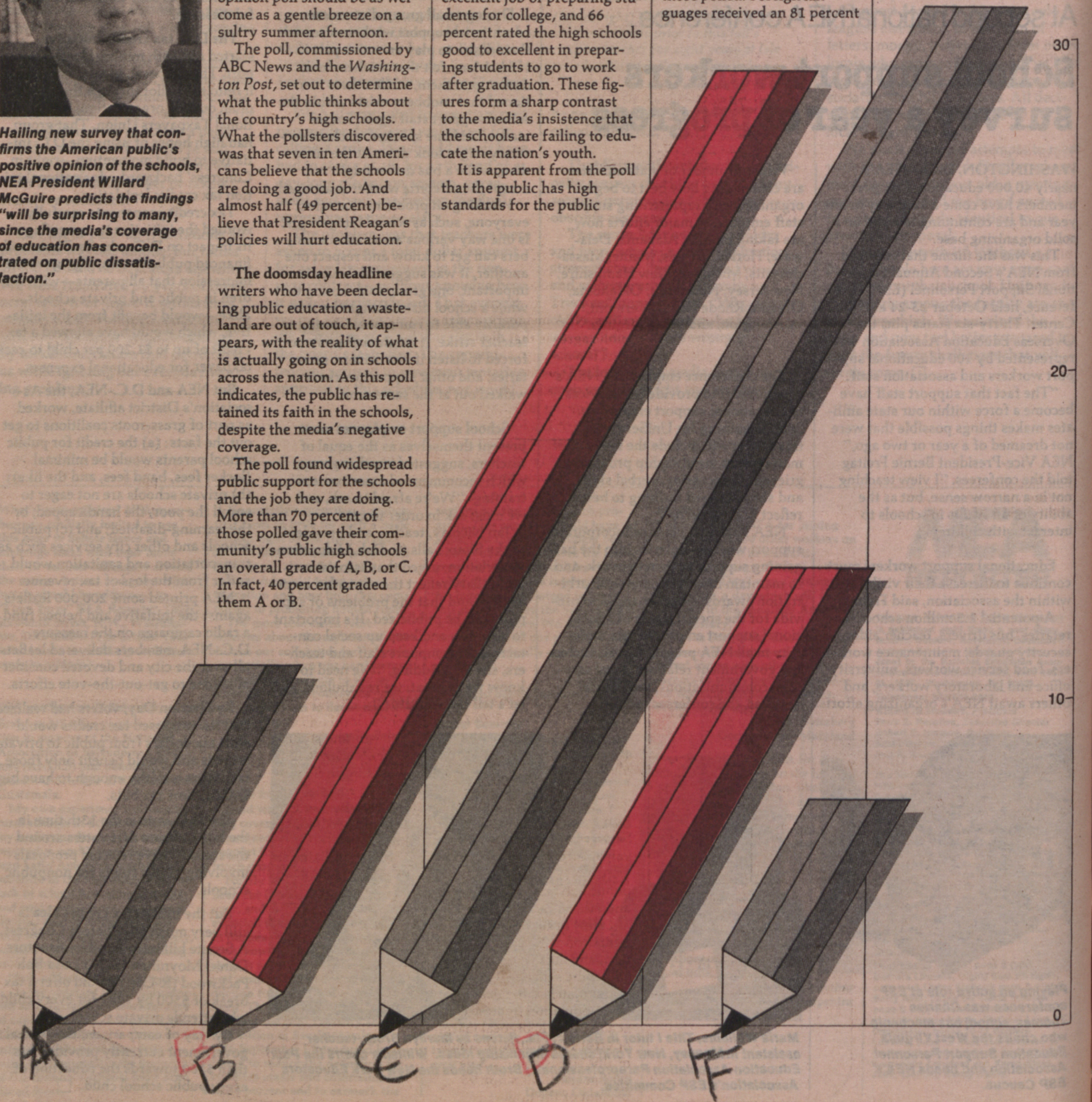
When asked how important schools are to a person's future success, 85 percent answered "extremely important." A solid 76 percent of those polled believe that high schools are doing a good to excellent job of preparing students for college, and 66 percent rated the high schools good to excellent in preparing students to go to work after graduation. These figures form a sharp contrast to the media's insistence that the schools are failing to educate the nation's youth.

It is apparent from the poll that the public has high standards for the public schools. Half of those polled feel high schools give too little attention to English and mathematics, and 59 percent would like to see more work demanded of students.

Despite the media hype about "back to basics," however, the public is not content with just the traditional "three R's." Asked to judge whether each of a list of subjects being taught in high schools was worthwhile or an unnecessary frill, the public was overwhelmingly in support of including each subject in the curriculum.

The teaching of music was supported by 82 percent of those polled. Foreign languages received an 81 percent approval rate, art 76 percent, physical education 92 percent, health and hygiene 94 percent, computer knowledge and training 89 percent, and vocational or career-oriented skills 92 percent.

The poll also reveals strong public backing for some other school programs and functions that have drawn fire from various groups. More than 70 percent believe schools should teach sex education. The placing of handicapped students in regular classes receives a 62 percent approval rate; 68 percent favor racial integration of



schools; 58 percent approve of bilingual education; and an overwhelming 95 percent want vocational training in the schools.

As surprising as it may be to the politicians who recently gutted the federally funded school breakfast and lunch programs, 69 percent of the citizens polled said they approved of those programs. Psychological counseling in the schools also received overwhelming support (83 percent), as did driver education (83 percent).

Those surveyed expressed greater confidence in the public schools than in Congress, newspapers, television, organized labor, or big business. But the poll indicates that the public shares many educators' apprehensions about the future of public education.

By a two-to-one margin among those with an opinion, the people believe that President Ronald Reagan's education policies will hurt the schools. Six of ten feel that recent budget cuts have impaired the quality of education being offered in their local high school.

One of President Reagan's campaign promises—one widely hailed by newspaper columnists and editorial writers—was to eliminate the Department of Education. It should come as something of a surprise to both the Administration and the media that better than two-thirds (67 percent) of the public is against the President's decision to relegate education to a less-than-cabinet-level position.

A rousing 60 percent of those polled also voiced opposition to the Administration-backed move to establish tax credits for those parents who pay private school tuition.

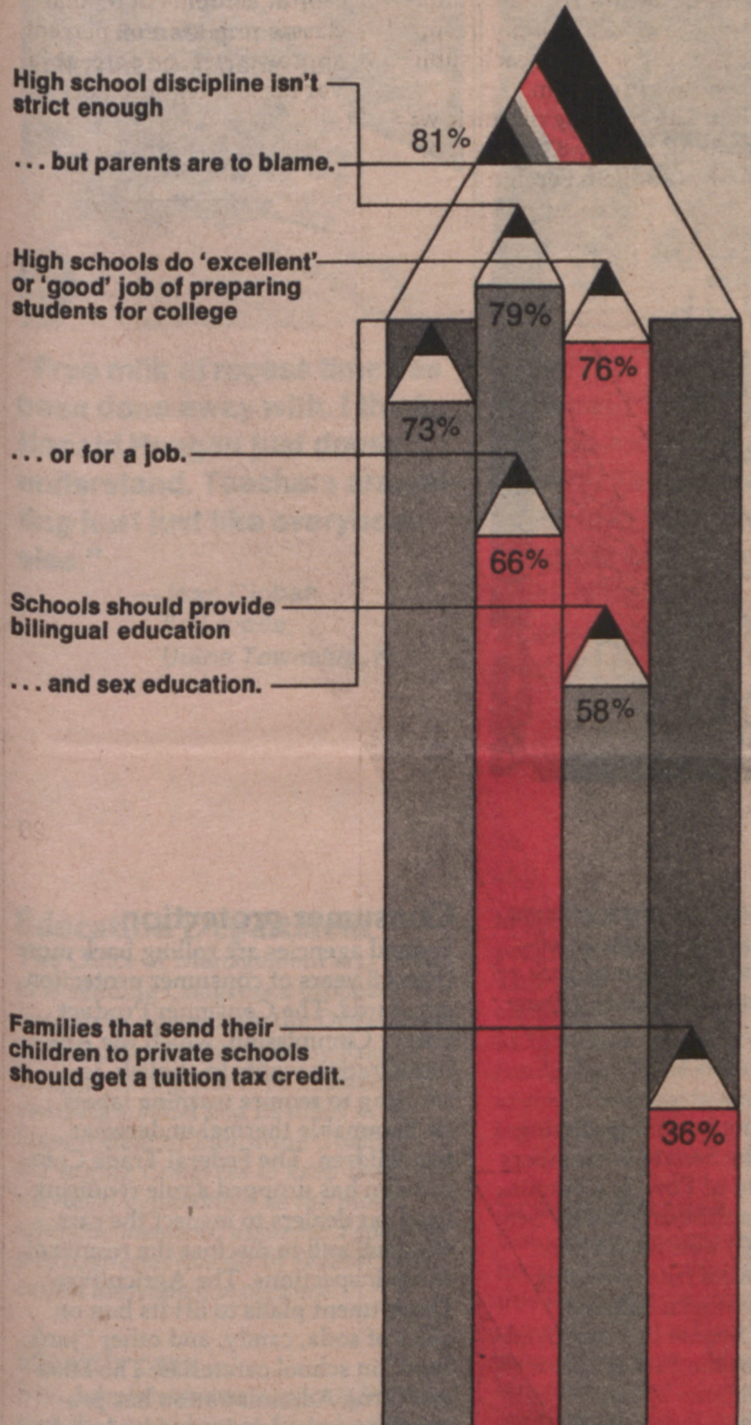
One point on which media critics, NEA members, and the public agree is that discipline is a major problem in today's high schools. However, when asked who was to blame for the fact that school discipline is too loose, a startling 81 percent blamed *parents* for not allowing high school officials to be stricter.

"The results of the ABC-*Post* survey will be surprising to many, since media coverage of education has concentrated on public dissatisfaction," NEA President Willard McGuire commented. "Our own surveys have generally found more positive public support.

"It is particularly satisfying that this new poll was done by two organizations within the media itself—organizations not connected with NEA or with teachers in any way," McGuire added.

The poll was conducted for ABC and the Washington *Post* by Chilton Research Services of Radnor, Pennsylvania. A total of 1,501 adults were interviewed by telephone between September 14 and 20.

Latest available census figures on age, sex, education, and race were used to adjust the sample slightly so that it matched the overall U.S. population in these characteristics. Theoretical margin of error for a national sample of this size is about 2.5 percent in either direction 95 percent of the time. ☐



NATIONAL DAY OF CONSCIENCE FOR PUBLIC EDUCATION

DAY OF CONSCIENCE set for January 17

WASHINGTON, D.C.—Sunday, January 17, 1982, has been designated a National Day of Conscience for Public Education.

The Day, called for by delegates to the 1981 NEA Representative Assembly, will be used to focus national attention on public education—its importance and its needs.

NEA will be issuing news releases, scheduling TV appearances by Association officers, and generating articles in key national periodicals. Most Day of Conscience activities, however, will be undertaken by NEA affiliates throughout the nation.

Materials are being developed and distributed to state Associations to help them launch their own publicity efforts in a nationally coordinated way. The Day of Conscience logo that appears above is being distributed to state Associations as a color slide for use by TV stations covering the Day's activities.

Local Associations are being invited to take part in a national student poster contest; full details have been sent to local officers and staff. The winning student and his or her teacher will be flown to Washington for a tour of the Capitol and meetings with key members of Congress and other national personalities.

Many affiliates are planning other events to take advantage of the national publicity by spotlighting state and local educational issues. Some will hold public hearings; others are incorporating Day of Conscience events into their lobbying efforts as state legislatures convene; still others are launching community relations, image-building, and curriculum improvement efforts to coincide with the January 17 observance.

"The National Day of Conscience offers us a great opportunity," says NEA President Willard McGuire. "We have a critical message to get across to the American people: public education *is* the basis of our country's freedom and justice. It's in trouble today and needs public support.

"We need funding . . . we need public backing in our efforts to help students achieve self-discipline . . . we need allies in the battle to preserve academic freedom . . . we need the means to deliver whatever our students and schools require—from supplies to adequate safety and maintenance.

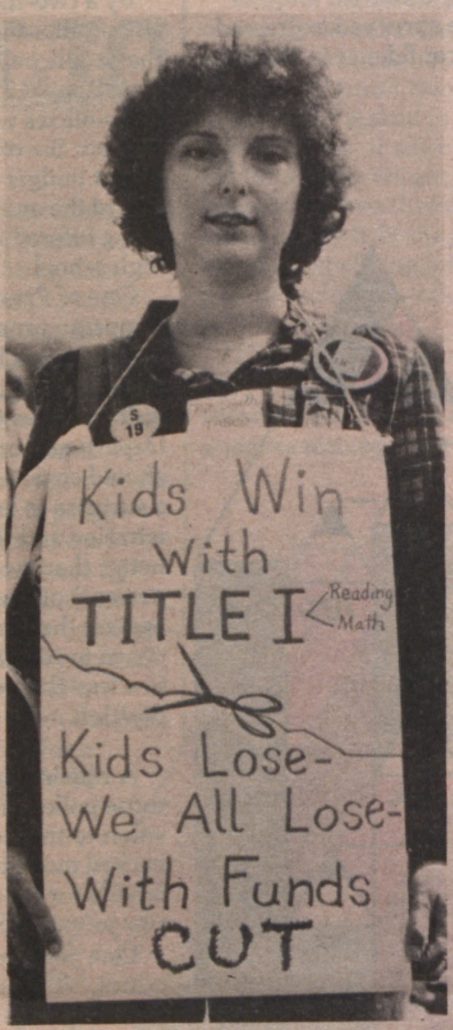
"All of us who work in any aspect of education, including teaching, educational support, and administration, know that today's needs are critical. We hope this Day of Conscience will be one more avenue to help us communicate that message to the American public." ☐

In Congress and the federal agencies

NEA, allied organizations face uphill

In many different ways, in many different places, NEA members are beginning to feel the impact of the recent cuts in federal aid to education and other programs.

> **"There used to be two Title I reading teachers in many of our buildings. Now we're down to one, and there's no service at all for the sixth graders."**
>
> —Pat Smith
> *reading teacher,*
> *Frederick County, Md.*



WASHINGTON, D.C.—As one by one the carefully put together social programs of the past 50 years come under attack from the Executive Branch, the Congress, or both, the broad scope of the government policy reversals being sought by the Reagan Administration and its supporters on Capitol Hill becomes unmistakable.

As grim as the present situation seems, however, public education so far has actually fared better than many other social programs—thanks in large part to the lobbying effectiveness of the NEA and its congressional contact teams, and to the fact that the 97th Congress still includes many friends of education, in both parties, who have not fully bought the Reagan agenda.

NEA and its state and local affiliates will be launching all-out political action efforts in the months ahead to reelect public education supporters in the crucial 1982 House and Senate contests, and to add to their numbers if possible.

What follows is a look at the current status of federal programs that most directly affect NEA members.

Affirmative action

The Department of Labor is promoting a rule change that would exempt 81 percent of higher education institutions receiving federal funds from having to file written affirmative action plans. *In comments filed recently, NEA told the Labor Department that awarding contracts without first assuring that the money is going to a nondiscriminatory employer negates longstanding policies that federal dollars should not promote or assist in discrimination.*

Balanced budget

Some 85 members of the House of Representatives have cosigned a proposed constitutional amendment to require a balanced federal budget each year unless waived by a three-fifths vote in each congressional chamber. *NEA supports pursuit of a balanced budget but insists that stimulating productivity is preferable to "quick fix" methods such as amending the Constitution.*

Block grants

The fiscal 1982 budget reconciliation act lumped 24 formerly separate federal education programs into block grants with a total authorization of $554 million. The House of Representatives has voted only $521 million to fund this block grant program in the current year, and the Senate bill provides only $350 million. *NEA opposition to the block grant scheme has been based in part on the likelihood that the consolidation of programs would lead to fewer and fewer dollars.*

Busing

The school busing issue is gathering momentum in the Senate as members of the Separation of Powers Committee consider an antibusing bill by Sen. John East (R-NC) that would bar lower federal courts from ordering busing to achieve racial balance. Meanwhile, the Senate has approved an amendment to the Justice Department's appropriations bill that would prohibit round-trip busing more than 10 miles or 30 minutes past neighborhood schools. *NEA is working with major civil rights groups in lobbying against these and other antibusing bills.*

College student assistance

The Education Department has proposed regulations that would cut more than 700,000 college students from the list of those eligible to receive Pell (basic educational opportunity) grants. The new regs would require an income no higher than $15,680 a year for a family of four for 1982 and 1983. Income limit is currently $28,418 for a family of four. *NEA is seeking full funding of the $2.6 billion allowed for Pell Grants under the budget reconciliation act passed last summer.*

Consumer protection

Federal agencies are rolling back more than 15 years of consumer protection standards. The Consumer Product Safety Commission, which the Administration wants to abolish, is refusing to require warning labels on flammable thermal underwear for children. The Federal Trade Commission has dropped a rule requiring used car dealers to inspect the cars they sell and to disclose the results of those inspections. The Agriculture Department plans to lift its ban on sales of soda, candy, and other "junk food" in school cafeterias. The Food and Drug Administration has proposed to make labeling of high sodium content in food products voluntary instead of mandatory. *NEA, working with national coalitions to preserve hard-won consumer rights, is filing comments against the proposed watering down of regulations and has urged increased funding of the watchdog agencies.*

Corporate welfare

During the summer debate on the tax cut bill, many House members complained about the provisions for "corporate welfare"—tax breaks for big business totalling $9.75 billion in fiscal 1982. In its final form, the Economic Recovery Tax Act of 1981 will boost such tax breaks to a new high of $150 billion by 1986. *NEA sought bigger tax cuts for individuals in lower and middle income brackets.*

battle to preserve gains of recent years

"Free milk at recess time has been done away with. I think Ronald Reagan just doesn't understand. Teachers are getting hurt just like everybody else."

—Joan Cioban
first grade,
Union Township, N.J.

"I used to have a full-time aide paid out of federal funds to help me in the school library. The aide's gone this year, and I still have to try to help the same large number of kids as before. I'm affected every day by the Reagan budget cuts."

—Wilhelen Wright
librarian,
Shelby County, Tenn.

"I'm on kidney dialysis and depend on quality medical equipment for my health. Now with the Medicaid cuts, some of the dialysis centers are recycling old parts instead of using new ones. This saves money, but it also creates dangers."

—George Harper
guidance counselor,
Floyd County, Ga.

Education Department

The Office of Management and Budget is sending Congress a proposal to abolish or downgrade the Department of Education, as pledged by Ronald Reagan during the 1980 Presidential campaign. *NEA and its allies in the Department of Education Coalition are urging Congress to keep the cabinet-level department as the most effective means of assuring a coherent and cost-effective set of federal education assistance programs.*

Health care

The Administration supports legislation that would try to force health care costs down by discouraging employees from selecting "high option" comprehensive insurance coverage. Any employer-paid health insurance premiums in excess of a small monthly amount would be treated as taxable income to the employee. The Administration-backed bills would also provide "vouchers" for Medicare, which retirees could use to buy private insurance. If more than half of Medicare-eligible Americans used the vouchers, Medicare would be repealed. *NEA is opposing such legislation because it would tend to reduce members' health insurance coverage.*

Impact aid

School districts enrolling substantial numbers of federally connected children will lose a big chunk of their impact aid this year. Last year this program was funded at $790 million. This year's congressional budget reconciliation process set a ceiling of $475 million on impact aid; actual funding could be even lower. *NEA is urging Congress to appropriate the full $475 million.*

School finance

Congress is nearing final action on the fiscal 1982 education funding bill as this issue goes to press. At stake is more than $14 billion for public school programs. According to press leaks from the Office of Management and Budget, the Administration may request only $11 billion in federal support for education next year. *NEA is lobbying to maintain federal aid for school programs that cannot survive without it. Recently enacted state and local tax and spending limits make adequate federal funding imperative.*

School lunch

Price hikes resulting from this summer's cut in federal subsidies have already forced upwards of 3 million children to drop out of the national school lunch program. Meanwhile, the Agriculture Department has withdrawn a set of regulations proposing to help school districts cope with the reduced funding by lowering the nutritional requirements for school lunches—the infamous "ketchup and pickle relish" rules that outraged the country this fall. In a recent speech, however, USDA Secretary John Block said, "Both President Reagan and I felt [the proposed regs] were in tune with the Administration's philosophy. Unfortunately they were misunderstood and misinterpreted." Block said "the intent and thrust will not be changed" when the rules are reissued. *NEA, which filed written comments opposing the first set of rules, will analyze the revised regs as soon as they are published.*

Social Security

The Senate has agreed with the House of Representatives that the Social Security minimum benefit should be restored—but with an "offset" for teachers and other public employees, to the extent that their monthly state pensions exceed $300. The Senate bill also imposes a new family cap on Social Security benefits, similar to one already in effect for the federal disability insurance program. *NEA is working to have these two provisions struck out in House-Senate conference.*

Title IX

Senator Orrin Hatch (R-Utah) has introduced a bill to remove school employees from coverage under Title IX and to limit its student coverage to school programs that receive federal money directly. *The NEA Women's Caucus is working with "Title IX Watch," a coalition closely monitoring this move to gut the nine-year-old federal law prohibiting sex discrimination in education.*

Tuition tax credits

The Reagan Administration plans to support federal income tax credits for private school tuition—even if the resulting revenue loss requires a $2 billion reduction in federal funding of education programs, according to an Office of Management and Budget witness at a recent Senate hearing. The Administration is expected to offer its own tuition tax credit bill within the next few months. *NEA testified in opposition to the Senate bill and has been canvassing Capitol Hill with the National Coalition for Public Education. NEA and its local affiliate in Washington, D.C., also helped soundly defeat a D.C. tuition tax credit proposal that was seen as a national test case for the idea's appeal to the voting public (story on page 3).*

Voting Rights Act

The House of Representatives overwhelmingly passed a renewal of the Voting Rights Act in early October, beating back amendments that would have weakened this most effective of all civil rights laws. Although the Senate does not expect to consider the measure until January, *NEA is asking the Senate to speed up its schedule and to adopt the House provisions.*

KENTUCKY: Coalition defeats creationism mandate

LEXINGTON—The Fayette County Education Association (FCEA) was part of a community-wide coalition here that recently mobilized to prevent the school board from mandating the teaching of "scientific creationism" in the public schools.

Working together through the Committee for Effective Action in Science Education (CEASE) were K-12 teachers, parents, faculty and students from the University of Kentucky and Eastern Kentucky University, and over 70 local ministers. Often at odds in the past, FCEA and school administrators for once found themselves on the same side of an issue.

A group called "Citizens for Balanced Teaching of Origins" wanted the school board to require teachers to present the viewpoint that the earth is only 6,000 years old and that animals and human beings were created exactly as they exist today.

The state school superintendent has declared that school boards may use public funds to purchase textbooks and other teaching materials that support creationist theories. An attempt to make the teaching of those theories mandatory failed in the Kentucky legislature last year, but the measure is expected to be reintroduced in 1982.

The creationism question became a local issue here last fall when two creationists were elected to the school board. By this October, the five-member board was split two-to-two over whether to require equal time for Biblical theories of creation in the schools, with one undecided vote.

Some 700 citizens turned out for the board meeting at which the decision was to be made and listened intently to three hours of brief statements from both sides. Finally FCEA and its allies won the day, when their arguments based on the separation of church and state persuaded the undecided board member to vote "no" on incorporating creationism into the curriculum.

Since the Lexington area, with a population of 200,000, sets the pace for eastern and central Kentucky, FCEA President Dexter Meyer and others hope the victory here means the battle against required teaching of creationism has been won for a while. ☐

As a long line of citizens wait to speak, Fayette County (Ky.) Education Association President Dexter Meyer urges school board to defeat an attempt to incorporate the teaching of "scientific creationism" into the curriculum of the public school system.

OVERSEAS: Military dependents' schools are poorly managed, OEA tells Congress

WASHINGTON, D.C.—Testifying before a congressional "oversight" hearing this fall on the Department of Defense Dependents' Schools abroad, Overseas Education Association President Jack Rollins outlined teacher concerns about the way the DODDS system is presently managed.

"Teachers in DODDS are perceived to have an enviable opportunity to see the world while teaching overseas," Rollins told House subcommittees on education and civil service. "The reality of teaching in DODDS is quite different. The contrast between the image and the reality is quite stark."

Teaching in a DODDS school means ever-increasing class sizes, dilapidated school buildings, inadequate salaries and housing, late paychecks, poor access to medical care, and incredibly inefficient and unfair recruitment and transfer policies, Rollins testified.

He pointed to the "poor record" of DODDS in the areas of collective bargaining and grievance processing, charging that DODDS management is "intent on thwarting the bargaining process at every level."

Rollins concluded by urging that the long-delayed transfer of the overseas dependents schools from the Defense Department to the Education Department take place as now scheduled on May 4, 1983.

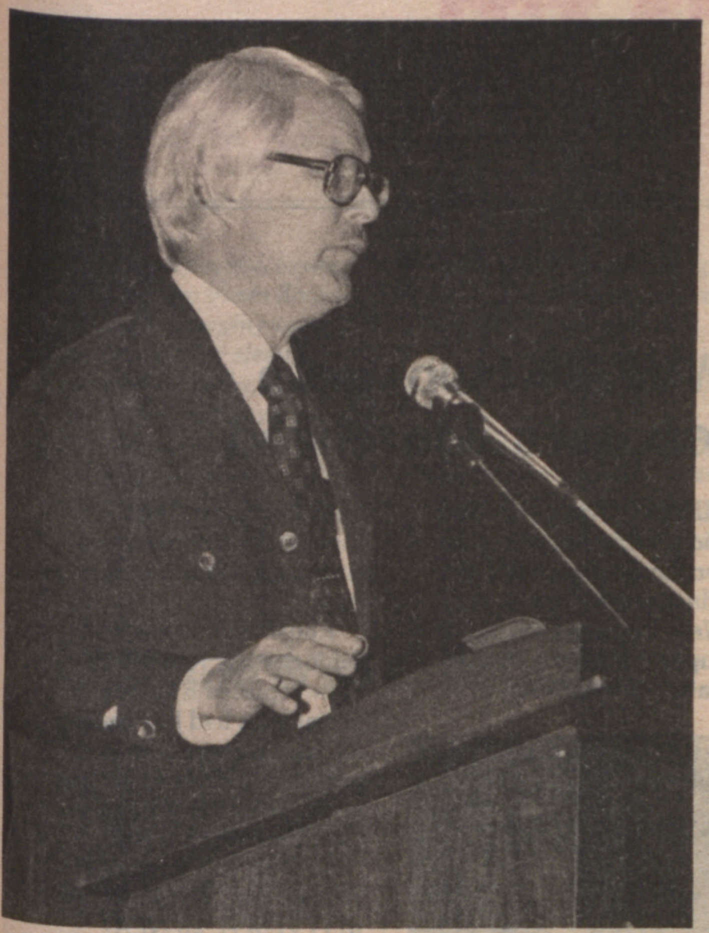
"DODDS teachers seek a managerial system educationally oriented and sympathetic to teacher and student welfare," he said. "It may seem unusual for me to be advocating the transfer of the schools from the Department of Defense to the Department of Education when many are saying, 'Stay with Defense—they have all the money this year.' But there is no evidence either through past practice or present commitment that DODDS will truly prioritize the educational programs provided to the children of service people overseas.

"The OEA waits for the day when teaching overseas comes close to its stateside image. Improvement in the management of the overseas schools can only mean that the students in those schools will be receiving the education they deserve." ☐

Testifying before subcommittees of the House of Representatives, Overseas Education Association President Jack Rollins presents the teacher viewpoint on problems in the Defense Department's system of schools for American military dependents abroad.

ES IN ACTION

MICHIGAN: Locals face school tax crises



The public found it impossible to believe that schools would actually close, says Alpena Education Association President William Shuler. "The school board had a credibility problem, but now people know it can really happen."

ALPENA—Thanks in part to the hard work of teachers, aides, security guards, cafeteria workers, and other organized school employees, the schools are open once again in this rural district of some 6,800 students.

Alpena's schools had locked their doors for two weeks in October when the district ran out of money after voters turned down three property tax levies in a row. Members of the Alpena Education Association (AEA) and two Michigan Educational Support Personnel Association units here went all out to garner public support for the latest tax proposal, which was divided into two parts.

Their campaign paid off. A record 12,000 of the district's 18,000 voters turned out to pass a $14 million millage renewal that allowed schools to reopen November 3. Voters approved continuation of a $20.25 tax per $1,000 of assessed valuation, but rejected a request for a tax increase of $3.45 per $1,000 to finance bus transportation, food service, and extracurricular activities.

So schools here are operating without buses, athletics, clubs, elementary music, or hot lunches. Some 25 teachers and all 40 school bus drivers have already been laid off.

AEA praises the school board for daring to shut down the 14-school system, thereby placing the decision where it belonged—in the hands of the voters. The alternative would have been to keep the schools open and put the burden on teachers and support staff by asking them to work without pay.

NEA/MEA affiliates in Lincoln Park, Pontiac, Harper Creek, and elsewhere face similar tax showdowns as the slumping auto industry, declining enrollments, and severe reductions in state and federal funding bring school districts to the brink of bankruptcy.

Alpena's crisis is far from over. Citizens' groups are now demanding that the district finance bus service after all, out of the $14 million millage renewal—thus forcing cuts in other programs and layoffs of teachers and support staff. ☐

IOWA: ISEA educates public on impact of state cuts

DES MOINES—The Iowa State Education Association (ISEA/NEA) hosted public forums on school finance in 36 communities across the state this fall.

The goal was to call attention to problems that have resulted from the legislature's cuts of more than $40 million from school funding.

The forums proved to be a good way to—

- ► Inform Iowans about the nuts and bolts of school finance.
- ► Emphasize that it is the legislature, not the school board, that sets a local district's spending capacity.
- ► Provide legislators with concrete examples of how their refusal to raise state taxes has hurt Iowa's formerly exemplary school programs and services.
- ► Keep school finance issues alive in the media until the legislature reconvenes in January.

Testimony at the forums from teachers, school board members, administrators, and parents echoed findings of an early fall ISEA survey of school districts: the loss of state funding has hit reading and art programs particularly hard at the elementary level and has meant fewer new materials and larger classes at the secondary level.

"Because there are fewer teaching positions," says ISEA President George Duvall, "more and more teachers are picking up the slack by teaching subjects beyond their particular areas of expertise. What happens then is that teachers are faced with a double whammy—not only do they have less preparation time, but they also are forced to do more preparing in order to teach those subjects they're not used to teaching."

The ISEA forums have drawn extensive coverage in the state's print and broadcast media and have often led to follow-up appearances on local TV and radio talk shows. ☐

PUERTO RICO: Teachers protest low salaries

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Members of NEA's Puerto Rico affiliate, the Asociación de Maestros de Puerto Rico (AMPR), march in recent island-wide school-day demonstration protesting inadequate teacher salaries in Puerto Rico's single school system. "We need an increase in salary NOW!" say the signs. Basic entry-level salary here is little more than $7,000 a year, with $250 annual increases. Among the marchers are AMPR vice-president Eugenio del Valle (second from right) and NEA southeastern regional director Jim Williams (third from right).

SPOTLIGHT ON SCHOOL SUPPORT STAFF

ESP wins in West Virginia

Support staff to collect $1.3 million in back pay

WELCH—Some 500 educational support workers here were recently awarded nearly $1.3 million in back pay by the McDowell County Circuit Court. The monies were due under a voter-approved salary supplement.

The employees' lawsuit was led by Charles Thomas, a bus mechanic with the county schools who is now chair of the West Virginia Education Support Personnel Association (WVESPA) steering committee. WVESPA is an NEA/West Virginia Education Association affiliate.

School support workers have agreed to accept payment over a year's time, in order to avoid wholesale layoffs or school closings. "We could have demanded the full amount immediately," Thomas explains, "but that wouldn't have been in the best interest of the school children or us."

In return, the school board agreed not to lay off support workers or teachers during the current school year. The board also agreed to rely upon attrition to bring the number of employees down to the state standard of 34 support workers per 1,000 students.

Employees received half their payment in October and will get the second installment next September. After legal fees and Social Security payments have been deducted, employees eligible for up to four years of back pay will receive a maximum of $1,065.

The lawsuit stemmed from a five-year tax levy passed by McDowell County voters in 1973 to pay school employees an extra $55 a month. The levy went into effect during the 1974-75 school year.

In 1975, however, the West Virginia legislature set a statewide minimum salary for school support workers, which it failed to adequately fund. The state department of education then advised county school boards that they could apply the $55 monthly supplemental pay to the employees' minimum salaries. During the next four years, though teachers continued to receive their monthly supplements, support staff did not.

Believing that the tax levy was intended to supplement their salaries *above* the minimum salary schedule, support workers went to court after the state school superintendent turned them down.

Using McDowell County's precedent, school support employees in other West Virginia districts where similar levies were also passed but not paid can now petition for back pay.

"This victory was well worth waiting for and fighting for," says Thomas. "I really feel we did something for the average member." ☐

WVESPA helps get a teacher's aide rehired

RIPLEY—After she was laid off this summer, Jackson County teacher's aide Edna Roush came to the West Virginia Education Support Personnel Association (WVESPA) for help. She got it, even though she belonged to a rival organization at the time.

Jackson County, W.Va., teacher's aide Edna Roush was rehired after an NEA affiliate challenged her layoff.

Roush had 13 years seniority but was RIF'd, to be replaced by a bus driver who had less seniority and no classroom experience. Unable to get any action from her organization, the West Virginia School Service Personnel Association, Roush wrote to WVESPA, an NEA/West Virginia Education Association affiliate, to ask about the law covering her situation.

Though her contract expired June 30, the school board had extended it through August 15 for insurance purposes—a lucky break for Roush. For on July 15, a law endorsed by the West Virginia Education Association went into effect, setting up seniority and job classification standards under which RIF'ed employees were to be rehired.

WVESPA immediately contacted Roush, then got her an audience with the board of education. The board created a new teacher's aide position for Roush, rehiring her this fall.

When he heard what WVESPA had accomplished, the attorney from the School Service Personnel Association complained to Roush that "these things take time." Replied Roush, "I'm aware of that, but you should have gotten on it sooner."

"I'm real happy with WVESPA and would recommend it to anyone who is having trouble," says Roush, now a proud member of WVESPA. "Even if you don't need help right now, you might sometime. They gave me the help that I needed." ☐

Alabama judge upholds policies establishing employee working conditions

JASPER, ALA.—The Walker County school board must abide by policies on layoffs, dismissals, grievance procedures, and other working conditions that it adopted after consulting with the associations representing educational support workers and teachers, a state circuit court here has ruled.

Circuit Judge Horace H. Nation III held that the school board "has an inherent and implied power as well as statutory power to contract with individuals, teachers, and groups of individuals and such other persons, firms, organizations, or corporations as may be necessary" to run the schools.

This means education associations in Alabama can reach legally enforceable agreements with school boards despite the absence of collective bargaining legislation.

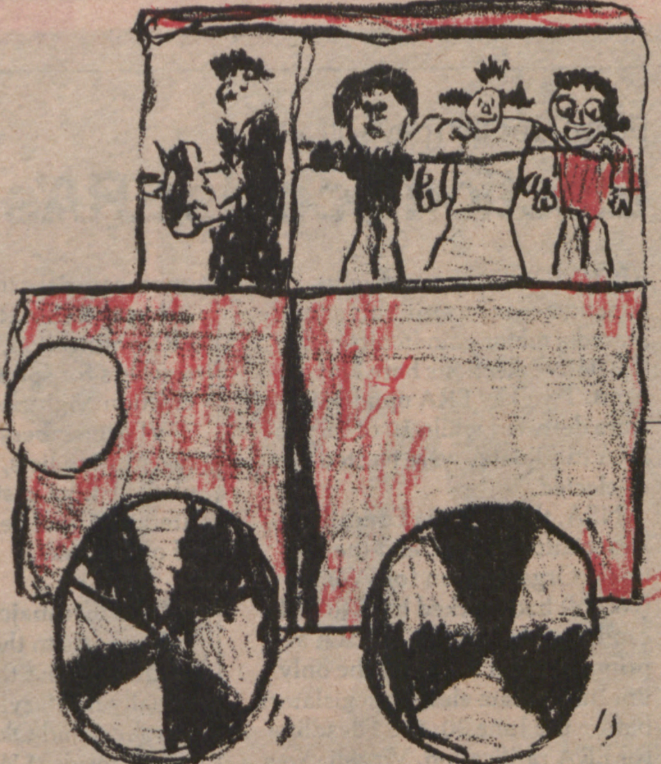
The dispute arose when the school board attempted to lay off (RIF) some 18 educational support workers and 160 nontenured teachers. Contending that the board was not following the policies it had adopted, the Walker County Education Association and the Walker County Education Support Personnel Association sought to take the dispute to arbitration.

The school board refused and filed a court action seeking to have its policies declared invalid as an unlawful "collective bargaining agreement." Although by the time the case came to court the underlying dispute had been settled (and the employees rehired), the court ruled on the school board's challenge to the policies and rejected it.

Both local associations have been backed by the Alabama Education Association and the National Education Association in their legal battles.

"We won everything we requested, except that the court didn't expressly declare collective bargaining to be legal," reports AEA Executive Secretary Paul Hubbert. "However, Judge Nation did say that boards can enter into contracts with employees and with organizations. While not specifically granting collective bargaining, he did recognize something closely akin to it." ☐

In the driver's seat..



They get up early, easing large yellow buses down the road, stopping to pick up yet another sleepy youngster. In the afternoon, they turn around and do it all over again.

They're school bus drivers, responsible for driving safely while maintaining order. "Out there, you're on your own," says one. The lives of up to 66 students at a time lie in their hands.

These are the stories of three bus drivers—two in states just beginning to organize, one in a state where collective bargaining has been a reality for years. All three participated in NEA's recent Second Annual Educational Support Personnel Conference (story on page 3).

Bargaining in Illinois

ELGIN—"I like children, and I enjoy driving—the two things you have to be interested in," laughs Judith Brubaker, who has piloted school buses since 1974.

That was the year school officials padlocked the garage during the bus drivers' recognition strike. "We had a barbecue and partied on the street," says Brubaker. "In 1974 we earned $2.35 an hour and got a nickel raise every year. Now we make $6.60 an hour, a 12 percent raise under this year's contract."

The bus drivers have been through two more strikes, all with the support of Elgin's teachers.

Illinois school bus driver Judith Brubaker has worked under a contract for seven years and now makes $6.60 an hour.

Bargaining has brought grievance procedures to the bus drivers, as well as improvements in benefits. The school board now pays for state-required courses in defensive driving and first aid.

During the last seven years, Brubaker has served frequently on the bargaining team; she is now union treasurer. Of the 115 bus drivers here, 108 belong to District U-46 Transportation Unit, affiliated with NEA and the Illinois Education Association (IEA).

When IEA formed a statewide School Service Personnel Council earlier this year, Brubaker was elected chairperson. "We wanted to be as important as teachers, but now we need to do something *with* teachers," she says. "We've been pulling in two different directions."

Brubaker finds school bus driving "ideal for a mother with children," noting that all but 22 of the district's bus drivers are women. But she adds, "It's hard to make a living—I work 8 hours a day and only make $10,000 on a 10-month contract."

She used to drive the big yellow buses, but with seniority she now chooses to drive a station wagon, taking six children to special education and regular classes during the day.

She starts at 6:30 a.m., finishes by 4:30 p.m., and likes the fact that she drives the same students as last year. "If the children are upset in the morning," she says, "I talk to them and settle them down." ☐

Organizing in West Va.

WEIRTON—Edith Riddle is up by 5:30 a.m. She starts picking up students by 7 a.m., driving the hill country. In the winter she puts the chains on her bus tires by herself. After the morning run, she has the middle of the day free until it's time to start loading up again in the afternoon.

"Of 50 Hancock County school bus drivers, at least half are women," she reports. Several years ago her employers sought to dismiss her, using the excuse that "driving was a man's job," says Riddle. She filed an Equal Employment Opportunity Commission complaint which was settled out of court, gaining back pay and reinstatement.

Edith Riddle won an EEOC suit to regain her job driving students over the hill country of West Virginia.

To create an atmosphere where favoritism doesn't determine who is hired or fired, Riddle is now organizing members for the West Virginia Education Support Personnel Association (WVESPA), affiliated with the West Virginia Education Association and NEA. Riddle heads the Hancock County WVESPA steering committee and serves as WVESPA state legislative chairperson.

"A lot of people are afraid of reprisals," says Riddle. "If you don't do what they want, they make it rough on you." Despite that fear, many educational support employees are joining WVESPA. In the early stages of an organizing campaign, WVESPA has already doubled last year's membership. ☐

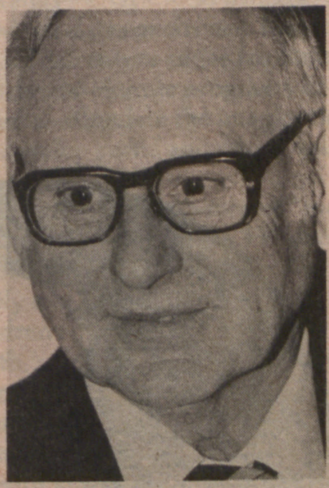
Driving in Indiana

NEW ALBANY—"We have no bargaining law, and we have to fight for recognition," says Bill Neal, president of the Indiana State Personnel Association (ISPA). "But we intend to organize. We have a potential of 20,000 school support workers in Illinois."

ISPA has a service contract with NEA and the Indiana State Teachers Association. "We would never have gotten started without the teachers' help," says Neal, who also serves as president of the Floyd County school bus drivers' local.

Where he used to spend only two hours a day as a bus driver, Neal now spends four to take care of the district's recent school population increase. Ironically, some of the new students he buses are from families that have moved across the border from Louisville, Kentucky, to avoid "busing" (for desegregation).

His biggest problem is traffic, Neal says. "We have narrow roads and hilly terrains." Keeping order on the bus is another challenge.



Keeping order on a bus with 66 students is quite a challenge, says Indiana's Bill Neal.

"Disciplining children is almost out of hand," says Neal, who finds junior high students the most troublesome. "They fight, bicker, smoke pot. Often I can't hear sirens or train whistles. Once they burned a seat while the bus was in motion. I have 66 students on the bus—all sitting *behind* me."

Despite these problems, Neal enjoys his job enough to have spent 14 years at it. When he's not driving, Neal runs his cattle farm or hauls city water to residents. ☐

NEWS OF SPECIAL CONCERN TO MINORITIES AND WOMEN

NEA HUMAN RIGHTS REPORT

Political action pays off

Election boosts ERA's chances for ratification in Virginia

RICHMOND—Equal Rights Amendment forces in this state scored a major gain in off-year legislative elections here November 3. Two key ERA opponents were defeated while 10 of 15 pro-ERA candidates were elected or re-elected.

NEA, the Virginia Education Association (VEA), and the National Organization for Women (NOW) had worked hard to make candidates' positions on ERA a prime election issue. As the only unratified state electing legislators before the June 30, 1982 deadline for ERA ratification, Virginia was a prime target for this fall's pro-ERA efforts.

"ERA is alive and well thanks to the combined efforts of Association members and their allies," commented NEA President Willard McGuire. "The Virginia election sends a clear signal that those legislators who persist in denying equal rights to all citizens cannot expect to continue in public office."

Besides contributing time and money to the legislative races, VEA members also backed winning gubernatorial candidate Charles (Chuck) Robb. Robb, who favors ERA ratification, singled out teachers for special thanks in his Election Night victory speech.

VEA members combed voter registration lists, manned telephone banks, distributed campaign literature, and performed a myriad of other tasks.

"We owe major thanks for our ERA efforts to the support of teachers across the nation, especially in Maryland, North Carolina, and Oklahoma," said VEA President Walt Mika. Delegates to the 1981 NEA Representative Assembly and Association members around the country contributed funds to the VEA/NEA election effort.

Among the pro-ERA legislators elected were three VEA members: Democrat Kenneth R. Plum, an adult education director in Fairfax County; Republican Delegate James H. Dillard II, who teaches government in the Fairfax County schools and serves on the House education committee; and Democratic Delegate R. Beasley Jones, a high school principal in Dinwiddie County.

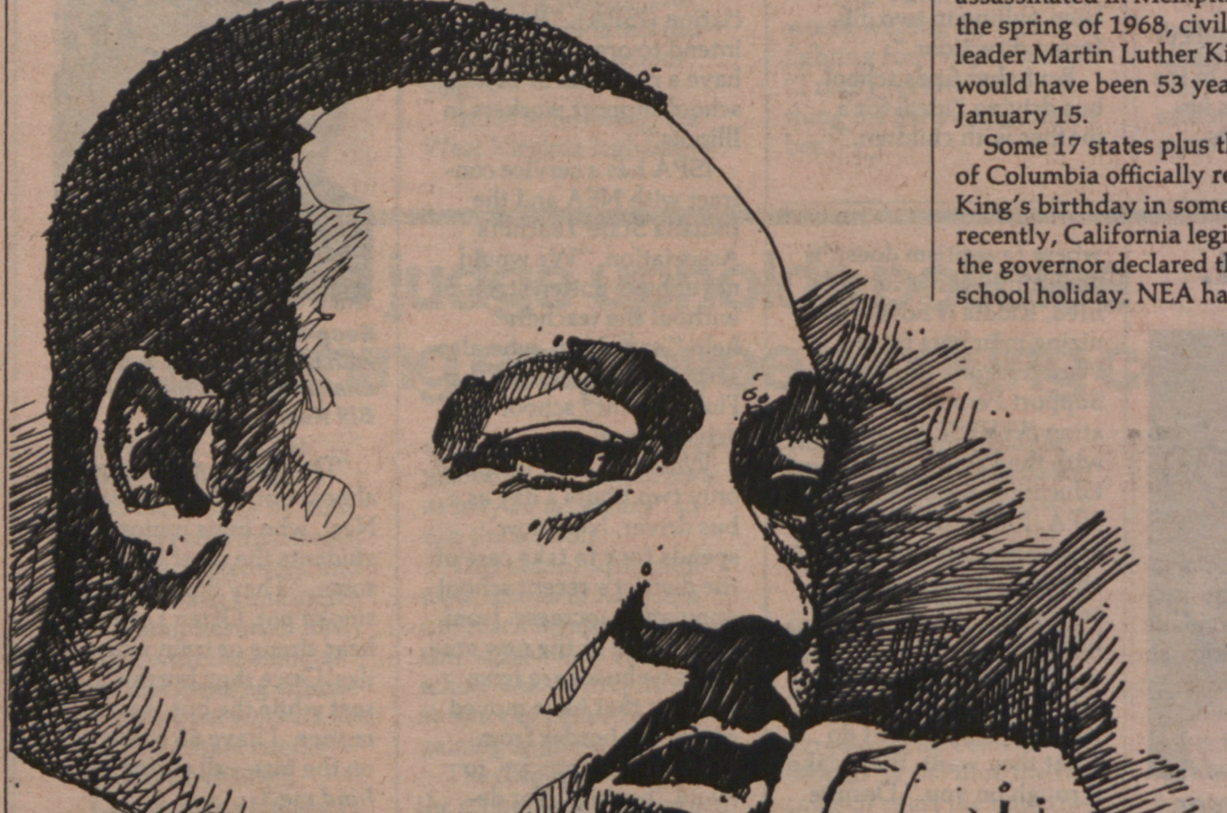
Two outspoken ERA opponents were defeated: incumbent Lawrence D. Pratt and challenger John S. Buckley. Buckley, besides being a bitter foe of ERA, gained notoriety recently for a nationally circulated letter accusing the U.S. Department of Education of being a front for "militant homosexuals, free love advocates, radical women libbers, and pornography merchants."

Despite the legislative victories, there is still a long, hard pull ahead for ERA in Virginia, VEA reports. The state senate stands tied on the issue, 20 to 20.

In the House of Delegates there are now six vacancies on the 20-member Privileges and Elections Committee, where ERA legislation has been tied up. The House speaker, an ERA opponent, appoints committee members, so ERA backers are planning a "procedural discharge" of the proposed legislation from the committee. ☐

Ken Plum, an Association member and ERA backer who won his race for a seat in the Virginia House of Delegates, shares an Election Night hug with Gail Gonzales, campaign coordinator for the successful VEA/NEA drive to elect pro-ERA legislators.

January 15: a day to remember Martin Luther King, Jr.



ATLANTA—If he had not been assassinated in Memphis during the spring of 1968, civil rights leader Martin Luther King, Jr., would have been 53 years old this January 15.

Some 17 states plus the District of Columbia officially recognize King's birthday in some way. Most recently, California legislators and the governor declared the day a school holiday. NEA has long urged governors to proclaim January 15 a state holiday, and Congress and the President to declare the day a national holiday.

Freedom Hall, built here with funds contributed by many, including $103,000 donated by NEA members through the NEA Freedom Hall Fund, will be dedicated on King's birthday by Coretta Scott King and others. The complex is located next to Ebenezer Baptist Church, where King and his father both preached.

Freedom Hall will house an archives on the life of the slain civil rights leader. In addition, it will provide space for social programs to teach reading skills to adults, demonstrate nonviolent conflict resolution to military chaplains, and help revitalize the Martin Luther King, Jr., Historical District.

The Martin Luther King, Jr., Center for Nonviolent Social Change recently announced a $5 million fundraising drive to furnish Freedom Hall and finance its activities. NEA President Willard McGuire has called upon those who did not contribute before to do so now. NEA members or affiliates should send checks to NEA Freedom Hall Fund, Room 810, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

Margaret Mead, the late anthropologist known for her studies of children and families, is featured in the December 15 episode of public television's "Odyssey" series.

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

A Long Way Home—*ABC-TV, Sunday, December 6, 9-11 p.m. ET.* 'General Electric Theater' drama starring Timothy Hutton and Brenda Vaccaro. Three siblings are abandoned by their parents, then adopted into three different families. The oldest boy, haunted by the past, battles bureaucracy, roadblocks, and disappointments in his unceasing search for his younger brother and sister.

The Patricia Neal Story—*CBS-TV, Tuesday, December 8, 9-11 p.m. ET.* Glenda Jackson and Dirk Bogarde star in dramatized account of actress Patricia Neal's recovery from near fatal series of strokes.

Odyssey—*PBS, Tuesdays, 9-10 p.m. ET.* Highly acclaimed series exploring the richness and diversity of the human experience in all parts of the world, past and present, returns with 15 new programs. Focus is on archaeologists and anthropologists as they seek to understand customs and beliefs that make each society unique, as well as common threads that bind all people together. Single copies of magazine and educator's guide are available free from Odyssey Magazine, P.O. Box 1000, Boston, MA 02118 (please indicate grade level and name of school).

Step Too Slow—*30-minute special syndicated by Capital Cities Broadcasting to over 150 TV stations; check local listings for December broadcast date and time.* An English teacher encourages a high school basketball player to examine himself and his abilities; student learns to deal with his own problems by helping others.

Rigoletto—*PBS, Wednesday, December 16, 8 p.m.-1:45 a.m. ET.* 'Live from the Met' presents the Verdi masterpiece. With English subtitles; simulcast in stereo in many cities.

Quiz Kids—*CBS Cable, Tuesdays, 8-8:30 p.m. ET; repeated Wednesdays, 5-5:30 p.m. ET.* Five young contestants answer difficult questions on varied subjects.

Les Miserables—*CBS Radio Network, Monday through Friday, January 11-15; check local listings for daily airtime.* CBS Radio Mystery Theater opens its ninth season with special five-part adaptation of the Victor Hugo classic, starring Alexander Scourby.

Life on Earth—*PBS, Tuesdays beginning January 12, 8-9 p.m. ET; repeated Sundays beginning January 17, 7-8 p.m. ET.* Series of 13 programs traces the development of life from the first simple ocean organisms to the vast array of creatures populating the planet today.

Alice in Wonderland—*NBC-TV, Saturday, January 16, 8-9:30 p.m. ET.* Meryl Streep stars in a modern interpretation of Lewis Carroll's classic.

Rainbow Patch—*NBC-TV-owned stations and 35 independent stations, weekends—check local listings for broadcast dates and times.* Magical, musical adventure series for young children. 30-minute programs designed to stimulate the imagination and develop social and ethnic values.

From Me to You—*30-second "microprograms" syndicated to TV stations across the country for airing during family and children's viewing hours.* Children speak to children about health, safety, and other vital issues. Series of 65 segments includes messages on homework, diet, safety with strangers, and the dangers of playing with guns. ☐

Off-air taping permitted for one-time classroom use

WASHINGTON, D.C.—A set of guidelines to facilitate the use of video material in the schools has been hammered out by a negotiating committee representing education organizations, broadcasters, copyright owners, and TV industry guilds and unions.

These new guidelines, which became effective October 14, have nothing to do with recent court decisions on taping video material for home use. The negotiated guidelines apply only to nonprofit educational institutions.

The legality of off-air taping of TV programs for later use in the classroom has long been uncertain. Five years ago Congress amended the 1909 copyright law to make it relevant to modern technology and added the concept of "fair use," but this term was never defined.

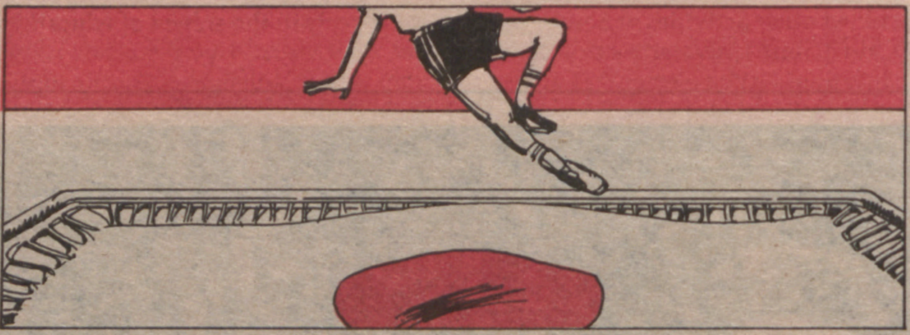
In March 1979 the chair of the House Subcommittee on Courts, Civil Liberties and Administration of Justice, Rep. Robert Kastenmeier of Wisconsin, decided to clear up the question by appointing a 19-member panel of all concerned parties to define "fair use" of video broadcasts in a mutually acceptable way.

The guidelines this panel recently settled on were published in full in the November 9 issue of *NEA NOW*, a weekly newsletter mailed to all local association presidents and UniServ staff.

The crux of the agreement is that a teacher may tape any copyrighted TV program and use it in class *once* within the first 10 school days after the original broadcast. If the teacher wants to show the program again, he or she must either rent or buy it from the copyright owner.

Notes NEA's representative on the panel that negotiated the agreement, Association Vice-President Bernie Freitag, "These off-air taping guidelines are intended to allow fair classroom use of TV programs—without infringing on the rights of the performers, writers, musicians, and others who own the video material."

This voluntary agreement does not change the copyright law or bind any court to a particular interpretation of the law. But the courts are likely to take the guidelines into account because they have been ratified by both educators and broadcasters. ☐



Program becomes better than ever

NEA liability program expands coverage

WASHINGTON, D.C.—How often has your insurance coverage increased while your premium remained the same?

That's exactly what happened recently with NEA's Educators Employment Liability program. As of September 1 NEA substantially increased the coverage provided under this program—which still covers all Association members *at no cost* to individuals.

The liability program protects NEA members against personal financial loss if they are sued in connection with their employment.

The basic liability coverage now provides payment of—

- ► Up to $1,000,000 in a civil negligence suit. (Prior coverage paid up to $250,000.)
- ► Up to $250,000 in suits alleging violation of civil rights. (Prior coverage paid attorney's fees up to $2,500.)
- ► Up to $25,000 for reimbursement of attorney's fees in defense of a criminal charge. (Prior coverage paid attorney's fees up to $10,000.)
- ► Up to $1,000 for reimbursement of a bail bond premium.
- ► Up to $250 for assault-related personal property damage.

In addition to these monetary increases, the program has also been expanded to cover—

- ► Licensed personnel who conduct psychological counseling and therapeutic services.
- ► Educational support personnel in most of their regular employment activities, including expanded coverage for cafeteria workers, security guards, and bus drivers.

The expanded coverage is detailed in the plan description at right.

New NEA tax guide available soon

WASHINGTON, D.C.—The 1982 edition of NEA's popular *Income Tax Guide for Teachers* will be ready for mailing in early January.

The guide has been updated to reflect the recent wide-ranging changes in the nation's tax laws.

Last year over 1,000 people missed getting their copies by ordering too late. Don't be disappointed . . . reserve yours now by sending your name, address, and $4.95 to NEA Distribution Center, Saw Mill Road, P.O. Box 509, West Haven, CT 06516. Request stock no. 1386-7-OD.

Remember, the cost of the guide is tax deductible! ☐

Attention, candidates for NEA office

WASHINGTON, D.C.—April 1 is the deadline for advance filing by candidates for NEA office who wish to have their pictures and statements in the *NEA Reporter*. Information for candidates, including the official filing form, may be obtained from the Executive Office at NEA Center.

NEA officers to be elected at the 1982 Annual Meeting are the secretary-treasurer and two members of the Executive Committee. The Annual Meeting is scheduled for July 1-6, 1982, in Los Angeles.

Submission of filing forms does not constitute nomination for office. Nominations will take place on the first day of the Representative Assembly.

Candidates for secretary-treasurer or Executive Committee member shall have been Active or Educational Support members of NEA for two years immediately preceding the election. ☐

Competition now open for Carr awards

WASHINGTON, D.C.—NEA is currently accepting applications for two $2,500 William G. Carr scholarships. NEA members, local or state Association staffers, and teachers in other countries are all eligible.

The scholarships, awarded annually, support projects that develop leadership in the teaching profession; promote, aid, or study international or comparative education; strengthen independent professional organizations; or improve some aspect of professional Association work.

The scholarships were established in 1967 to honor the former NEA executive secretary.

Deadline for applying is February 1, 1982. Winners will be announced in early May. For further information and application forms, send a self-addressed, stamped, long envelope to William G. Carr Scholarships, NEA Center, 1201 16th Street, N.W., Washington, DC 20036. ☐

NEA Educators Employment Liability Program SUMMARY PLAN DESCRIPTION

I. INTRODUCTION

The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1980-81 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment, including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Zurich-American Insurance Company of Illinois. The entire premium for the plan is paid by NEA.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION

PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION/PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Zurich-American and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number of NEA Legal Services is (202) 833-4284.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The person designated as agent for service of legal process is Lynn Ohman, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES/COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has not been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY

MEMBERS All NEA members, including members of state and local affiliates and life members, are automatically covered by the EEL Program.

IV. COVERAGE

ACCIDENT LIABILITY Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $1,000,000, and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or at the request or approval of your supervisor. (Coverage A)

EXCLUSIONS You are *not* covered if the suit against you is:

- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:

- the rendering of medical or similar services except by licensed school nurses, physical therapists, occupational therapists, psychological therapists, or guidance counselors;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles *except:*
  1) driver training instructors in the course of their work;
  2) vocational education instructors engaged in teaching shop; and
  3) members who are supervising students entering or exiting a school bus.
- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision—except for home economics teachers and cafeteria workers, who are covered;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed for the following:

- Up to a maximum of $25,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee. Unless the proceeding results from your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B)
- Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT-RELATED PERSONAL PROPERTY DAMAGE You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind or for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE

Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member, or if NEA decides to discontinue the EEL Program as a whole. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS

SOURCE/AMOUNT/MEDIUM NEA pays the entire cost of the EEL Program. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA are applied to pay the premiums on the insurance policy issued by Zurich-American.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS

INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

Should you be unable to contact your state association's EEL coordinator, you are to send a copy of all legal documents and the description of the events directly to Zurich-American Insurance Company, 231 North Martingale Road, Schaumburg, Illinois 60196.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Direct your correspondence to Lynn Ohman, Manager, NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VII. YOUR RIGHTS UNDER ERISA

As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA. ERISA provides that all Program participants have the following rights:

- You have the right to examine, without charge, at the offices of NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Zurich-American and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Legal Services at the above address. NEA Legal Services may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year ending August 31, 1981, when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Zurich-American in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Zurich-American for the denial. You have the right to have Zurich-American review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Legal Services. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor. ☐

Visit strengthens links between NEA and Israel Teachers Union

WASHINGTON, D.C.—NEA and the Israel Teachers Union (ITU) are planning to launch a teacher exchange program and to increase cooperation in a number of areas including teacher education, leadership training, the classroom challenges posed by school integration, and the combatting of racism, apartheid, and anti-Semitism.

The stepped-up activity between the two organizations is the result of an October visit to the U.S. by four ITU teacher-leaders and their consultations at NEA Center with NEA President Willard McGuire and Executive Director Terry Herndon.

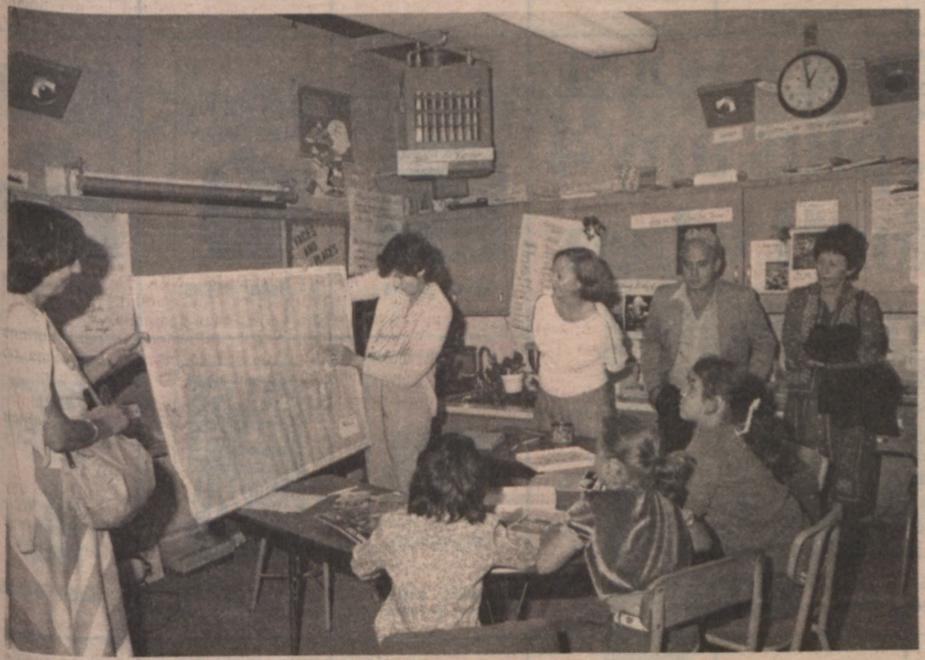
During their 10-day stay the ITU delegation viewed curricula and examined other activities at San Diego (Calif.) State University's college of education, visited elementary and secondary schools in San Diego, and observed elementary-level classes for deaf and autistic children there. Host for this part of the visit was the San Diego Teachers Association, which accommodated the group even while the association itself was in the middle of arduous negotiations for a new contract.

In the Washington, D.C., area the Israeli delegation visited schools in Montgomery County, Md., and was welcomed by the Montgomery County Education Association.

In a farewell statement to NEA President McGuire, newly elected ITU Secretary-General Amnon Abramson said: "Each country has its own problems and therefore emphasizes different aspects in the sphere of education. But what we have very much in common is the challenge to educate in the same classes the pupils coming from various cultures and countries.

"America and Israel share the problems of a melting pot society, but I am sure that both our school systems educate the young generation to grow up as free men and women and good citizens loyal to the principles of democracy."

The teacher exchange program, now in its formative stage, envisions a two-week experience involving 15 teachers from each country, who would live in the homes of their host teachers for 10 days following a few days of orientation upon arrival. Each teacher would be responsible for his or her own airfare and other expenses. ☐



Four visitors from Israel Teachers Union observe as a San Diego teacher locates their nation on the map for her hearing-impaired students. Standing, left to right, are ITU Organizing Secretary Gila Ram, Lafayette Elementary School teacher Linda Lubach, ITU member Cari Abramson, ITU Secretary-General Amnon Abramson, and ITU leader Miriam Gadish.

NEA seeks nominations for Dorros Peace Trophy

WASHINGTON, D.C.—Nominations for the Dorros Peace Trophy are now being accepted by NEA's Committee on International Relations.

The award is presented annually at the NEA Representative Assembly to the state or local association deemed to have made the most significant contribution to the "global community" concept. Previous winners have been state affiliates in Maryland, Michigan, Pennsylvania, Iowa, and Massachusetts.

The trophy is named for Sidney Dorros, a long-time NEA headquarters staff member and consultant to the NEA Bicentennial Commission, which focused its attention on the concept of a global community.

Eligible associations should not hesitate to nominate themselves. Nominations must be received by April 23, 1982. For further information or a nomination form, write to NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

NEA/HERTZ ★ ★ **EXTRA** ★ ★ NEA/HERTZ

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Everyone gets SUM... you get more!

As a unified member, you're entitled to a special 7% *off* the new **SUM** rate in all 50 states (applicable taxes and optional insurances are not included). In almost every instance, you'll find that this new discount represents a greater savings than the Association's 40% discount* off regular time and mileage. And the 7% off remains in effect even if you leave the car at a different location.**

In addition, you can still choose to take advantage of the special non-discountable week-end and weekly rates. Just ask your Hertz representative to compare rates and find the one that's best for you.

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So the next time you need to rent a car, take advantage of your NEA/ Hertz Discount Program. For a free discount card reflecting the new rates, write: NEA Special Services, 1201—16th Street, N.W., Room 404E, Washington, D.C. 20036.

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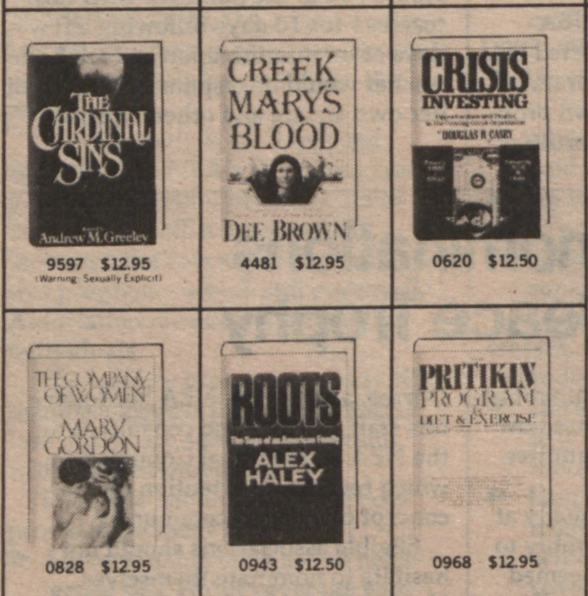
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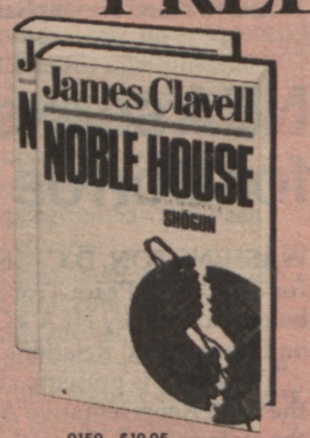
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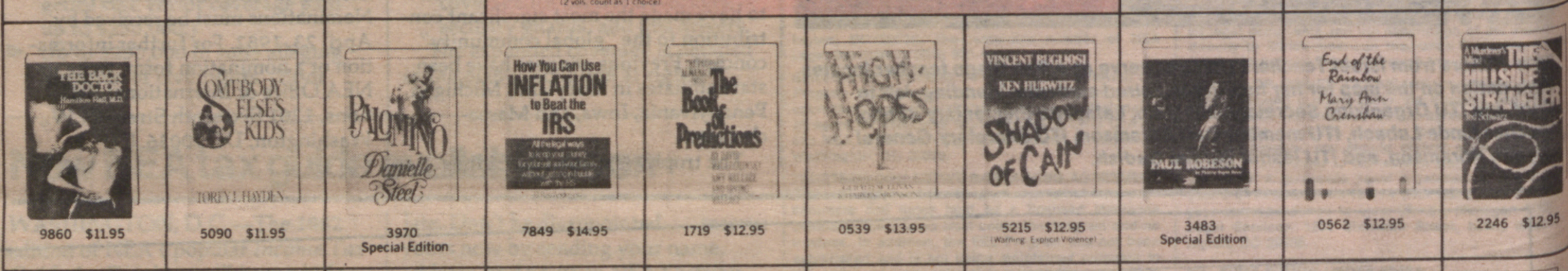
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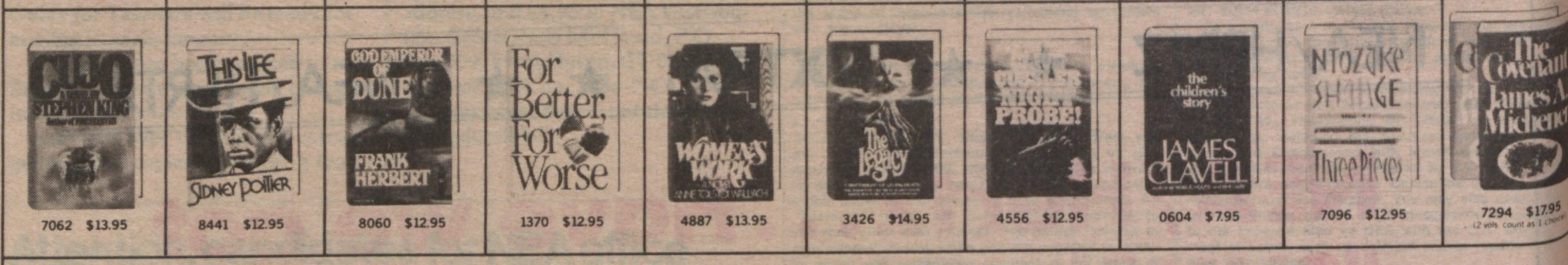
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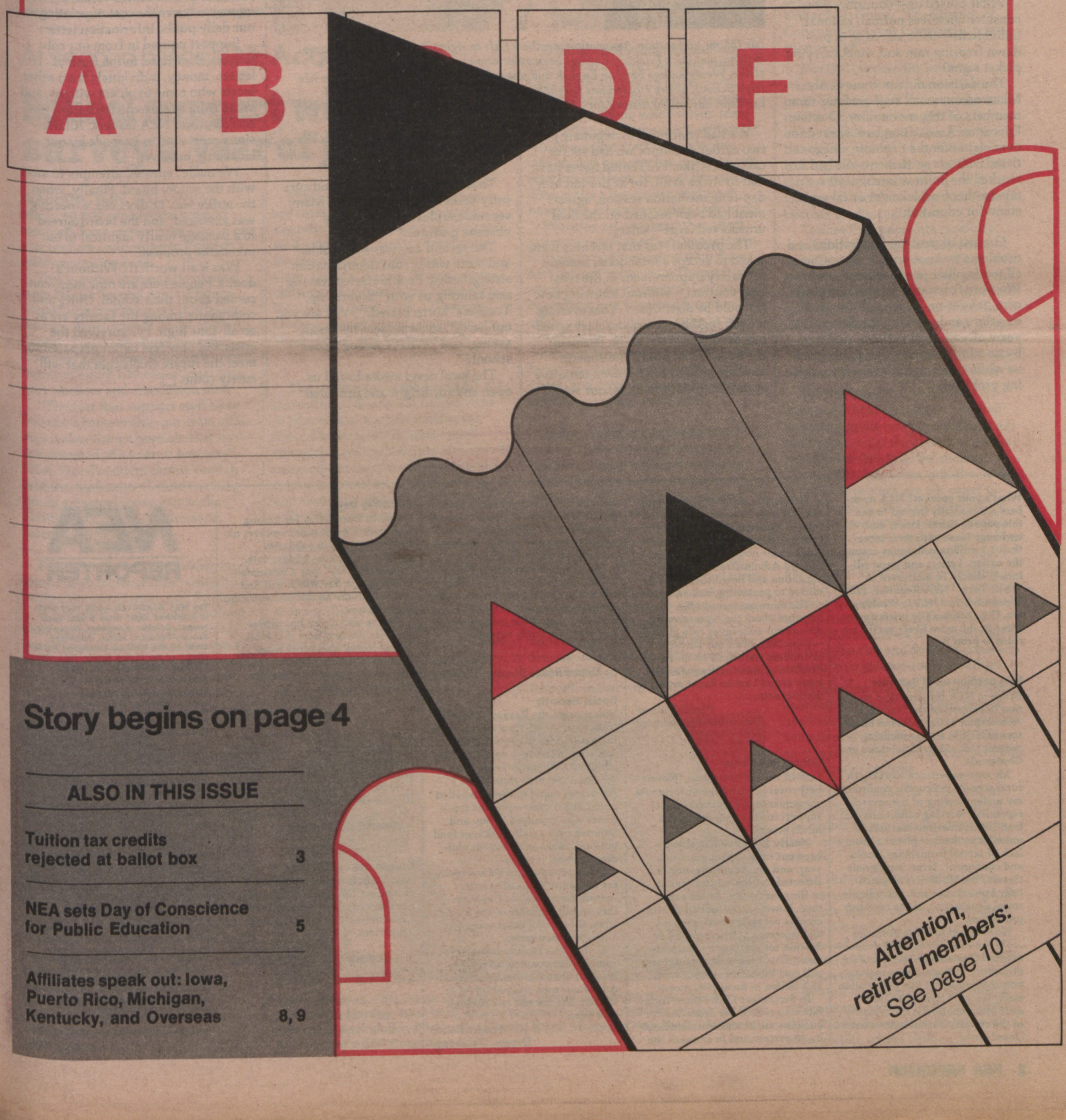
Schools win good marks from the public



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Attention, retired members:
See page 10

YOUR TURN

A rural community's first strike

by Barb Westman, Laurie Holden, and Richard S. A. Erickson

Isle (Minn.) Education Association members (left to right) Barb Westman, Laurie Holden, and Dick Erickson had not been association activists prior to this fall's strike. Westman has been an English and journalism teacher for eight years at Isle High School, where Holden has taught business education for three years and Erickson has taught history for 17 years.

Recent amendments to Minnesota's Public Employment Labor Relations Act have made it much easier for teachers to call a legal strike. This fall some 6,000 teachers in over 30 Minnesota Education Association/NEA locals have staged walkouts in order to achieve contract settlements. Here three first-time strike participants in one small central Minnesota local describe what turned out to be a very positive experience.

Isle, Minnesota: population 551. Resort area and farming community. 7 a.m., Tuesday, October 13: 32 of the community's 34 teachers out on strike.

What caused us—educators who consider ourselves normal, rational individuals—to be standing in predawn freezing rain and wind, carrying picket signs?

The decision did not come easily. Many on our small staff are long-time members of this community. Our Isle Education Association had worked for over eight months to obtain a negotiated contract settlement. We had reached the point where we felt we must either buckle under or take a stand for education.

Our list of pent-up frustrations and problems was not unique, but rather all too familiar to educators elsewhere. We were frustrated by years of mediocre, take-it-or-leave-it settlements on salary and working conditions . . . years of unilateral decision-making by an administration that patronized us while ignoring our everyday working problems.

We had continued to negotiate past two earlier deadlines we had set for calling a strike. We should never have had to strike at all, for at the end of a day-long mediation session, agreement had been reached on the final unresolved issue—salary.

The problem was that teachers were asked to accept a total dollar amount for salary improvement in the two-year contract—without knowing how it would be distributed. That evening we put together our own salary schedule, dividing up the dollar figure in the board's last offer. The superintendent refused to give even tentative approval to this schedule, nor would he reconvene the school board. We called the strike.

That first cold, wet day found curiosity seekers checking us out. Many seemed perplexed; a few made obscene gestures.

The second day was even colder and more windy; our determination strengthened. People started waving and saluting us with "thumbs up." Truckers' horns blared. "Why are you out here?" some passers-by began asking, and "What's wrong in our school?"

The local news media found us open and forthright and provided good coverage. Community support built as the days wore on and the weather continued to worsen.

Many veteran teachers are active in Isle's civic groups and church organizations, and they used their contacts to build even greater public understanding of our problems. People were outraged to learn that the school district had spent their tax dollars to hire a costly professional lawyer/negotiator from the Twin Cities.

Parents and students began walking our picket line. Some parents supported us by carrying signs through the small business district; others provided food. Still others donated money to cover the cost of printing our daily public information letter.

Support poured in from our colleagues elsewhere, in the form of letters, money, individuals from other locals who came to picket with us, and visits from Minnesota Education Association and NEA leaders. All decisions continued to be made by our local unit, however.

We made repeated attempts to meet with the school board. Finally, when the strike was 11 days old, a meeting was arranged, and the board agreed to a package nearly identical to our pre-strike proposal.

Was it all worth it? Without a doubt. People here are now more concerned about their school. Unity and comraderie among the faculty are at an all-time high. We survived the crisis and now feel better prepared to meet the future challenges that will surely come. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

NEA position on El Salvador

Bravo to NEA for passing a resolution in support of the National Association of Salvadorean Educators (ANDES) and denouncing present U.S. aid to El Salvador and Guatemala.

My own experience working in rural schools in Ecuador confirmed my understanding of the severely repressive working conditions that lead Latin American teachers to unionize in the first place: a gross lack of school furnishings, books, and equipment; large, multigrade classes; double shifts; disgracefully low salaries and, accordingly, social devaluation of the teaching profession.

Now, added to those obstacles . . . is the constant threat Salvadorean and Guatemalan teachers face of capture, torture, and assassination. As a result of this persecution many teachers have gone into exile and, reportedly, the majority of the country's schools have been closed down.

Financially supporting a regime that cares so little for such a basic human right as the right to educate its illiterate masses says something to me about how little our present Administration values education and how little it is committed to promoting human rights.

The more concerned NEA becomes about the repressive conditions our colleagues face globally—especially when our hard-earned tax dollars contribute to the repression of these colleagues—the more proud I am to flaunt my NEA membership.

Phyllis Palmer
Dover, New Hampshire

School lunch cuts

I noted with interest your [November] cover story on the unfortunate consequences of reduced federal support for the national school lunch program.

Nearly $1 billion has already been cut from the program this year, and the Administration is expected to propose further cuts in the near future. At the same time, however, the federal government is providing business men and women a 100 percent tax deduction for meals and entertainment. This expensive meal subsidy will cost the U.S. Treasury about $3.2 billion in fiscal 1982 alone.

In September I introduced legislation to reduce the deduction for business meals and entertainment by 30 percent and to earmark the savings for the school lunch program. This proposal would have no impact on the federal budget but would completely restore the lunch program to pre-cutback levels.

My proposal was rejected by a 2-1 margin, but I intend to bring this matter before the Senate again in the near future. We must be very clear about our priorities with respect to federally subsidized meals.

Gary Hart
United States Senator (D-Colo.)

Social Security

You accused the Reagan Administration of "a full-scale attack upon the nation's Social Security system" but in the very next sentence admitted that one in seven is on the Social Security dole alone. I run across many of these so-called poor, pitiful souls—like the truck driver who managed to buy and improve over a half section of land but can't manage to buy his children's school lunches.

If I approached my fellow teachers to mount "a massive letter writing campaign" to Congress they would probably string me up when they found out it wasn't for a teacher's pay raise.

If you can't stick to topics relevant to your purpose maybe we teachers should make a few tax cuts of our own and not let NEA tax our salaries and our patience next year.

Sandra Booth
Depew, Oklahoma

Solidarity Day

I wish to thank NEA for joining with over 300,000 other workers on September 19th in solidarity against the Reagan budget cuts. "Solidarity Day" was a monumental success, a day which will find its place in the annals of American labor history.

To the best of my knowledge, this was the first time that NEA joined forces with other wage earners to stand together as one—the working people of America. We're on the right track.

John K. Spitzberg
Germantown, Maryland

I want to commend NEA for continuing to speak out on the human issues facing our nation. I believe we as educators and professionals have the right and the responsibility to make our voices heard.

Kimberly Noë
West Columbia, South Carolina

Creationism: equal time

As a Latin teacher I decry any movement to teach creationism in our schools which rejects Classical Creationism. Our gods demand equal time.

William J. Celestino
Portsmouth, New Hampshire

NEA REPORTER

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Contributing writers: page 3 (left) **Barbara Lawless**, (right) **Sam Pizzigati**; pages 4-5 **Linley Stafford**; page 5 (right) **Barry Abel**; pages 6-7 **David Foerster**; page 8 (top) **Barbara Lawless**; page 9 (middle) **Nancy Harris**, (bottom) **Lana Oppenheim**; pages 10-11 **Barbara Lawless**; page 12 (top) **Bob Gruenberg**, (bottom) **Barbara Lawless**; page 13 (top) **Bernadette Longford** and **Karen Klass Jaffe**, (bottom) **Nancy Harris.**

"Educational support members are extremely important to the Association," NEA Vice-President Bernie Freitag tells ESP conference participants. "Tremendous strides have been made in the past year."

At second national NEA conference

School support workers survey a year of progress

WASHINGTON, D.C.—NEA's nearly 40,000 educational support members have come a long way in one year and are continuing to build on a solid organizing base.

This was the theme that emerged from NEA's Second Annual Educational Support Personnel (ESP) Conference, held October 23-24 at NEA Center. Thirty-six states plus the Overseas Education Association were represented by 100 educational support workers and association staff.

"The fact that support staff have become a force within our state affiliates makes things possible that were not dreamed of a year or two ago," NEA Vice-President Bernie Freitag told the conferees. "I view teaching not in a narrow sense, but as the ability of all adults in schools to interact with children."

Educational support workers must continue to increase their visibility within the association, said Freitag.

A potential 1.5 million school secretaries, bus drivers, teacher aides, security guards, maintenance workers, food service workers, university office and laboratory workers, and others await NEA's organizing efforts.

While a number of state affiliates are considering how best to begin organizing and representing support staff employees, major efforts now are taking place in Alabama, Delaware, Florida, Illinois, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Oklahoma, Oregon, Rhode Island, Vermont, Washington, and West Virginia.

The conference emphasized NEA's commitment to provide full services to educational support employees. Special training for UniServ staff this spring will include the revision of materials on membership promotion, grievance processing, verbal skills, and shop steward training to better reflect ESP concerns.

NEA Research plans to incorporate support workers' salaries into the bargaining support system network, and to maintain information on ESP arbitration awards. Other changes to provide for the special needs of educational support employees are under way in all NEA program areas, including government relations, legal services, communications, and special services, the conferees learned.

During small group discussions, educational support workers stressed their desire to play an active part in NEA. Many felt that teachers look down upon them, while others mentioned that snobbery exists within the school support staff itself. For instance, said one speaker, a school secretary might look down at the custodian, while a bus driver might not accept the cafeteria worker as an equal.

Working on problems that affect everyone, such as school budget cuts, is one way various association members can get to know and respect one another, it was suggested. Unity is important, one group said, noting that while a school district might be temporarily able to run schools during a teacher strike, it would definitely be forced to listen if bus drivers, secretaries, and other support workers walked out at the same time.

School support employees must present themselves as the equal of teachers, suggested another group, which recommended assertiveness training: "We're afraid to ask, and we must ask in order to get."

Jan Nicolay, teacher and president of the Sioux Falls (S. Dak.) Education Association, urged that association vocabulary reflect the expanded membership and that the problems of support staff be publicized. It's important to have fun and keep up social contacts among support staff and teachers, she said, adding, "We need to know we're great, we're fabulous, and let's tell the world!" ☐

Playing an active role at ESP conference was Charles Thomas, school bus mechanic who chairs the West Virginia Education Support Personnel Association and heads NEA's ESP Caucus.

Maria Williams, Title I tutor in Bartow, Fla., listens as Marilyn Broth, teacher assistant in Monsey, New York, shares organizing ideas. Williams chairs the Polk Education Association Paraprofessionals; Broth heads the New York Educators Association's ESP Committee.

A 'no' vote on tuition tax credits

WASHINGTON, D.C.—District of Columbia voters last month delivered the biggest blow yet against tuition tax credits.

Turning out in record numbers on Election Day, D.C. residents by a margin of almost 9 to 1 rejected a local version of the tuition tax credits legislation now before Congress.

"This stunning vote against tax credits for private school tuition is a victory for public schools all across the country," noted NEA President Willard McGuire. "The District of Columbia has sent Congress a powerful message."

The D.C. tax credits initiative started out with minimal local support. The proposal, in fact, only made it onto the ballot through the efforts of an outside organization, the National Taxpayers Union. That group had high hopes of using the D.C. initiative to build momentum—right in Congress' backyard—for national tuition tax credits legislation.

Tax credit proponents carefully worded the initiative to camouflage its impact on D.C. schools. Their well-financed publicity campaign gave the impression that all parents—with children in public and private schools alike—would benefit from the initiative, which would have allowed a tax credit of up to $1,200 per child to *each* taxpayer for educational expenses.

But NEA and D.C.-NEA, the Association's District affiliate, worked as part of grass-roots coalitions to get out the facts: (a) the credit for public school parents would be minimal (locker fees, band fees, and the like); (b) private schools are not eager to enroll the poor, the handicapped, or the learning-disabled; and (c) public schools and other city services such as transportation and sanitation would suffer from the loss of tax revenue.

NEA printed some 200,000 leaflets against the initiative and helped fund a radio campaign on the measure. D.C.-NEA members delivered leaflets all over the city and devoted considerable time to get-out-the-vote efforts.

By Election Day, voters had realized that the proposed tax credits would shift tax dollars from public to private schools and would benefit only those taxpayers wealthy enough to have big D.C. income tax bills.

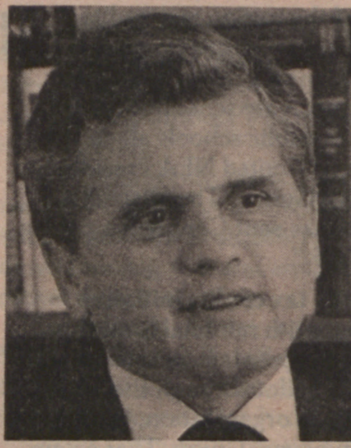
The D.C. vote is the 13th time in the last 15 years that voters around the country have rejected proposals involving public funds for nonpublic schools.

But the tuition tax credits idea is still very much alive before Congress. A Senate bill introduced by Senators Daniel Moynihan (D-NY) and Bob Packwood (R-Ore.) would offer a tax break of $500 by 1983 for every child who attends private school.

By way of comparison, the federal government currently provides less than $160 towards the education of every public school child. ☐

Despite media attacks

SCHOOLS WIN GOOD MARKS FROM THE PUBLIC



Hailing new survey that confirms the American public's positive opinion of the schools, NEA President Willard McGuire predicts the findings "will be surprising to many, since the media's coverage of education has concentrated on public dissatisfaction."

WASHINGTON, D.C.—For NEA members weary of headlines urging "Let Us Now Bury the Public Schools" or asking "Are Public Schools About To Flunk?" the results of a new national public opinion poll should be as welcome as a gentle breeze on a sultry summer afternoon.

The poll, commissioned by ABC News and the *Washington Post,* set out to determine what the public thinks about the country's high schools. What the pollsters discovered was that seven in ten Americans believe that the schools are doing a good job. And almost half (49 percent) believe that President Reagan's policies will hurt education.

The doomsday headline writers who have been declaring public education a wasteland are out of touch, it appears, with the reality of what is actually going on in schools across the nation. As this poll indicates, the public has retained its faith in the schools, despite the media's negative coverage.

The poll found widespread public support for the schools and the job they are doing. More than 70 percent of those polled gave their community's public high schools an overall grade of A, B, or C. In fact, 40 percent graded them A or B.

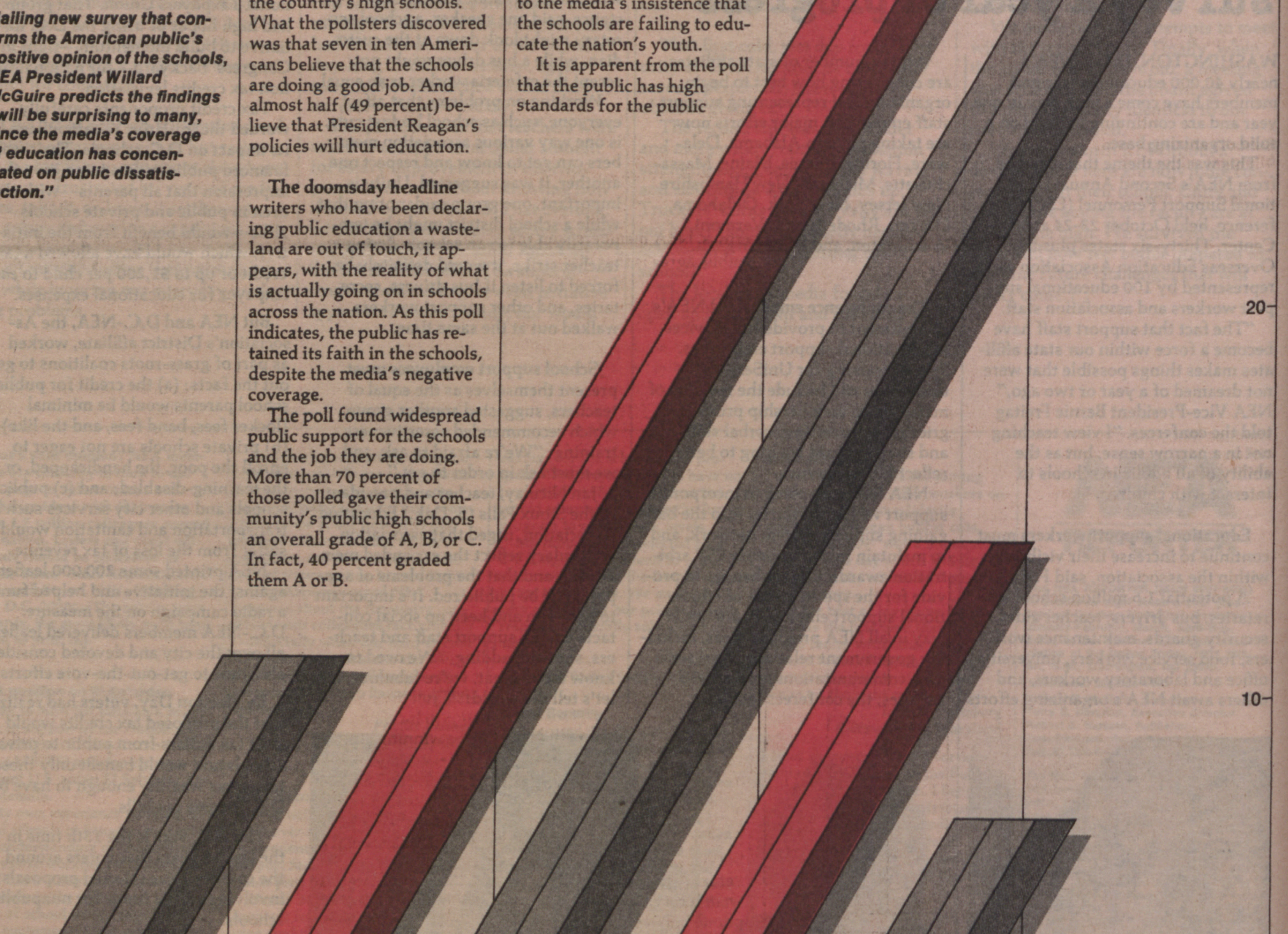
When asked how important schools are to a person's future success, 85 percent answered "extremely important." A solid 76 percent of those polled believe that high schools are doing a good to excellent job of preparing students for college, and 66 percent rated the high schools good to excellent in preparing students to go to work after graduation. These figures form a sharp contrast to the media's insistence that the schools are failing to educate the nation's youth.

It is apparent from the poll that the public has high standards for the public schools. Half of those polled feel high schools give too little attention to English and mathematics, and 59 percent would like to see more work demanded of students.

Despite the media hype about "back to basics," however, the public is not content with just the traditional "three R's." Asked to judge whether each of a list of subjects being taught in high schools was worthwhile or an unnecessary frill, the public was overwhelmingly in support of including each subject in the curriculum.

The teaching of music was supported by 82 percent of those polled. Foreign languages received an 81 percent approval rate, art 76 percent, physical education 92 percent, health and hygiene 94 percent, computer knowledge and training 89 percent, and vocational or career-oriented skills 92 percent.

The poll also reveals strong public backing for some other school programs and functions that have drawn fire from various groups. More than 70 percent believe schools should teach sex education. The placing of handicapped students in regular classes receives a 62 percent approval rate; 68 percent favor racial integration of



schools; 58 percent approve of bilingual education; and an overwhelming 95 percent want vocational training in the schools.

As surprising as it may be to the politicians who recently gutted the federally funded school breakfast and lunch programs, 69 percent of the citizens polled said they approved of those programs. Psychological counseling in the schools also received overwhelming support (83 percent), as did driver education (83 percent).

Those surveyed expressed greater confidence in the public schools than in Congress, newspapers, television, organized labor, or big business. But the poll indicates that the public shares many educators' apprehensions about the future of public education.

By a two-to-one margin among those with an opinion, the people believe that President Ronald Reagan's education policies will hurt the schools. Six of ten feel that recent budget cuts have impaired the quality of education being offered in their local high school.

One of President Reagan's campaign promises—one widely hailed by newspaper columnists and editorial writers—was to eliminate the Department of Education. It should come as something of a surprise to both the Administration and the media that better than two-thirds (67 percent) of the public is against the President's decision to relegate education to a less-than-cabinet-level position.

A rousing 60 percent of those polled also voiced opposition to the Administration-backed move to establish tax credits for those parents who pay private school tuition.

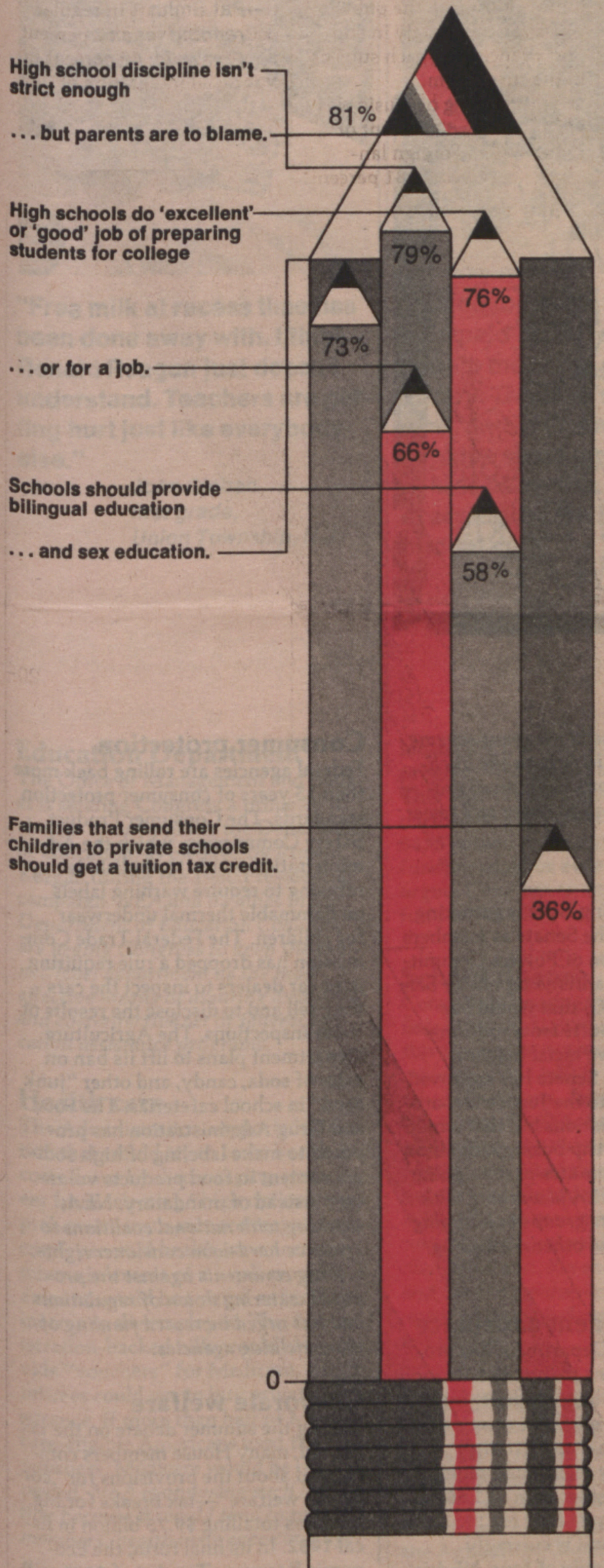
One point on which media critics, NEA members, and the public agree is that discipline is a major problem in today's high schools. However, when asked who was to blame for the fact that school discipline is too loose, a startling 81 percent blamed *parents* for not allowing high school officials to be stricter.

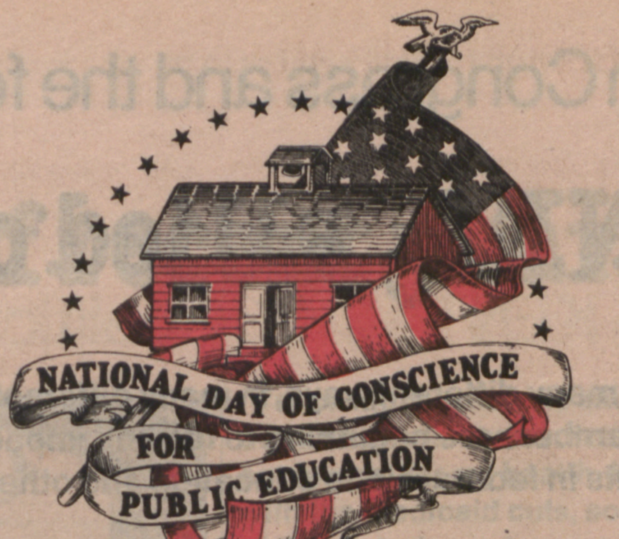
"The results of the ABC-*Post* survey will be surprising to many, since media coverage of education has concentrated on public dissatisfaction," NEA President Willard McGuire commented. "Our own surveys have generally found more positive public support.

"It is particularly satisfying that this new poll was done by two organizations within the media itself—organizations not connected with NEA or with teachers in any way," McGuire added.

The poll was conducted for ABC and the Washington *Post* by Chilton Research Services of Radnor, Pennsylvania. A total of 1,501 adults were interviewed by telephone between September 14 and 20.

Latest available census figures on age, sex, education, and race were used to adjust the sample slightly so that it matched the overall U.S. population in these characteristics. Theoretical margin of error for a national sample of this size is about 2.5 percent in either direction 95 percent of the time. ☐





DAY OF CONSCIENCE set for January 17

WASHINGTON, D.C.—Sunday, January 17, 1982, has been designated a National Day of Conscience for Public Education.

The Day, called for by delegates to the 1981 NEA Representative Assembly, will be used to focus national attention on public education—its importance and its needs.

NEA will be issuing news releases, scheduling TV appearances by Association officers, and generating articles in key national periodicals. Most Day of Conscience activities, however, will be undertaken by NEA affiliates throughout the nation.

Materials are being developed and distributed to state Associations to help them launch their own publicity efforts in a nationally coordinated way. The Day of Conscience logo that appears above is being distributed to state Associations as a color slide for use by TV stations covering the Day's activities.

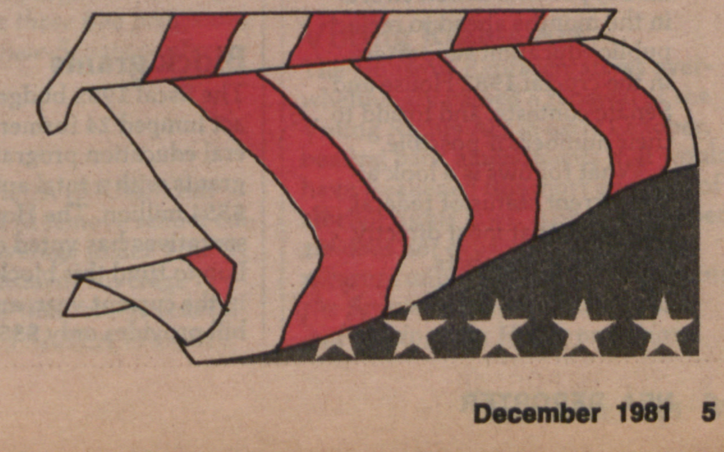
Local Associations are being invited to take part in a national student poster contest; full details have been sent to local officers and staff. The winning student and his or her teacher will be flown to Washington for a tour of the Capitol and meetings with key members of Congress and other national personalities.

Many affiliates are planning other events to take advantage of the national publicity by spotlighting state and local educational issues. Some will hold public hearings; others are incorporating Day of Conscience events into their lobbying efforts as state legislatures convene; still others are launching community relations, image-building, and curriculum improvement efforts to coincide with the January 17 observance.

"The National Day of Conscience offers us a great opportunity," says NEA President Willard McGuire. "We have a critical message to get across to the American people: public education *is* the basis of our country's freedom and justice. It's in trouble today and needs public support.

"We need funding . . . we need public backing in our efforts to help students achieve self-discipline . . . we need allies in the battle to preserve academic freedom . . . we need the means to deliver whatever our students and schools require—from supplies to adequate safety and maintenance.

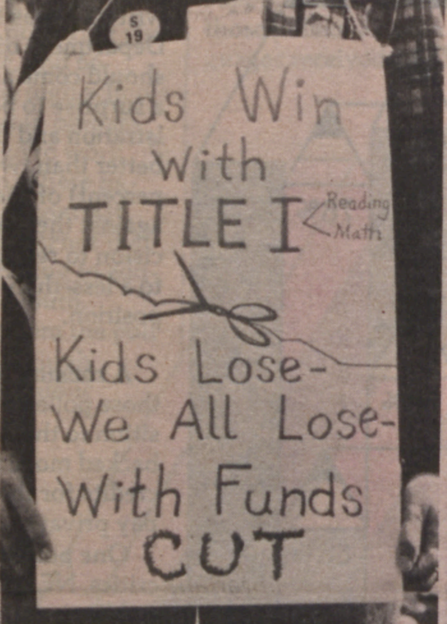
"All of us who work in any aspect of education, including teaching, educational support, and administration, know that today's needs are critical. We hope this Day of Conscience will be one more avenue to help us communicate that message to the American public." ☐



In Congress and the federal agencies

NEA, allied organizations face uphill

In many different ways, in many different places, NEA members are beginning to feel the impact of the recent cuts in federal aid to education and other programs.



"There used to be two Title I reading teachers in many of our buildings. Now we're down to one, and there's no service at all for the sixth graders."

—Pat Smith
reading teacher,
Frederick County, Md.

WASHINGTON, D.C.—As one by one the carefully put together social programs of the past 50 years come under attack from the Executive Branch, the Congress, or both, the broad scope of the government policy reversals being sought by the Reagan Administration and its supporters on Capitol Hill becomes unmistakable.

As grim as the present situation seems, however, public education so far has actually fared better than many other social programs—thanks in large part to the lobbying effectiveness of the NEA and its congressional contact teams, and to the fact that the 97th Congress still includes many friends of education, in both parties, who have not fully bought the Reagan agenda.

NEA and its state and local affiliates will be launching all-out political action efforts in the months ahead to reelect public education supporters in the crucial 1982 House and Senate contests, and to add to their numbers if possible.

What follows is a look at the current status of federal programs that most directly affect NEA members.

Affirmative action

The Department of Labor is promoting a rule change that would exempt 81 percent of higher education institutions receiving federal funds from having to file written affirmative action plans. *In comments filed recently, NEA told the Labor Department that awarding contracts without first assuring that the money is going to a nondiscriminatory employer negates longstanding policies that federal dollars should not promote or assist in discrimination.*

Balanced budget

Some 85 members of the House of Representatives have cosigned a proposed constitutional amendment to require a balanced federal budget each year unless waived by a three-fifths vote in each congressional chamber. *NEA supports pursuit of a balanced budget but insists that stimulating productivity is preferable to "quick fix" methods such as amending the Constitution.*

Block grants

The fiscal 1982 budget reconciliation act lumped 24 formerly separate federal education programs into block grants with a total authorization of $554 million. The House of Representatives has voted only $521 million to fund this block grant program in the current year, and the Senate bill provides only $350 million. *NEA opposition to the block grant scheme has been based in part on the likelihood that the consolidation of programs would lead to fewer and fewer dollars.*

Busing

The school busing issue is gathering momentum in the Senate as members of the Separation of Powers Committee consider an antibusing bill by Sen. John East (R-NC) that would bar lower federal courts from ordering busing to achieve racial balance. Meanwhile, the Senate has approved an amendment to the Justice Department's appropriations bill that would prohibit round-trip busing more than 10 miles or 30 minutes past neighborhood schools. *NEA is working with major civil rights groups in lobbying against these and other antibusing bills.*

College student assistance

The Education Department has proposed regulations that would cut more than 700,000 college students from the list of those eligible to receive Pell (basic educational opportunity) grants. The new regs would require an income no higher than $15,680 a year for a family of four for 1982 and 1983. Income limit is currently $28,418 for a family of four. *NEA is seeking full funding of the $2.6 billion allowed for Pell Grants under the budget reconciliation act passed last summer.*

Consumer protection

Federal agencies are rolling back more than 15 years of consumer protection standards. The Consumer Product Safety Commission, which the Administration wants to abolish, is refusing to require warning labels on flammable thermal underwear for children. The Federal Trade Commission has dropped a rule requiring used car dealers to inspect the cars they sell and to disclose the results of those inspections. The Agriculture Department plans to lift its ban on sales of soda, candy, and other "junk food" in school cafeterias. The Food and Drug Administration has proposed to make labeling of high sodium content in food products voluntary instead of mandatory. *NEA, working with national coalitions to preserve hard-won consumer rights, is filing comments against the proposed watering down of regulations and has urged increased funding of the watchdog agencies.*

Corporate welfare

During the summer debate on the tax cut bill, many House members complained about the provisions for "corporate welfare"—tax breaks for big business totalling $9.75 billion in fiscal 1982. In its final form, the Economic Recovery Tax Act of 1981 will boost such tax breaks to a new high of $150 billion by 1986. *NEA sought bigger tax cuts for individuals in lower and middle income brackets.*

battle to preserve gains of recent years

"Free milk at recess time has been done away with. I think Ronald Reagan just doesn't understand. Teachers are getting hurt just like everybody else."

—Joan Cioban
first grade,
Union Township, N.J.

"I used to have a full-time aide paid out of federal funds to help me in the school library. The aide's gone this year, and I still have to try to help the same large number of kids as before. I'm affected every day by the Reagan budget cuts."

—Wilhelen Wright
librarian,
Shelby County, Tenn.

"I'm on kidney dialysis and depend on quality medical equipment for my health. Now with the Medicaid cuts, some of the dialysis centers are recycling old parts instead of using new ones. This saves money, but it also creates dangers."

—George Harper
guidance counselor,
Floyd County, Ga.

Education Department

The Office of Management and Budget is sending Congress a proposal to abolish or downgrade the Department of Education, as pledged by Ronald Reagan during the 1980 Presidential campaign. *NEA and its allies in the Department of Education Coalition are urging Congress to keep the cabinet-level department as the most effective means of assuring a coherent and cost-effective set of federal education assistance programs.*

Health care

The Administration supports legislation that would try to force health care costs down by discouraging employees from selecting "high option" comprehensive insurance coverage. Any employer-paid health insurance premiums in excess of a small monthly amount would be treated as taxable income to the employee. The Administration-backed bills would also provide "vouchers" for Medicare, which retirees could use to buy private insurance. If more than half of Medicare-eligible Americans used the vouchers, Medicare would be repealed. *NEA is opposing such legislation because it would tend to reduce members' health insurance coverage.*

Impact aid

School districts enrolling substantial numbers of federally connected children will lose a big chunk of their impact aid this year. Last year this program was funded at $790 million. This year's congressional budget reconciliation process set a ceiling of $475 million on impact aid; actual funding could be even lower. *NEA is urging Congress to appropriate the full $475 million.*

School finance

Congress is nearing final action on the fiscal 1982 education funding bill as this issue goes to press. At stake is more than $14 billion for public school programs. According to press leaks from the Office of Management and Budget, the Administration may request only $11 billion in federal support for education next year. *NEA is lobbying to maintain federal aid for school programs that cannot survive without it. Recently enacted state and local tax and spending limits make adequate federal funding imperative.*

School lunch

Price hikes resulting from this summer's cut in federal subsidies have already forced upwards of 3 million children to drop out of the national school lunch program. Meanwhile, the Agriculture Department has withdrawn a set of regulations proposing to help school districts cope with the reduced funding by lowering the nutritional requirements for school lunches—the infamous "ketchup and pickle relish" rules that outraged the country this fall. In a recent speech, however, USDA Secretary John Block said, "Both President Reagan and I felt [the proposed regs] were in tune with the Administration's philosophy. Unfortunately they were misunderstood and misinterpreted." Block said "the intent and thrust will not be changed" when the rules are reissued. *NEA, which filed written comments opposing the first set of rules, will analyze the revised regs as soon as they are published.*

Social Security

The Senate has agreed with the House of Representatives that the Social Security minimum benefit should be restored—but with an "offset" for teachers and other public employees, to the extent that their monthly state pensions exceed $300. The Senate bill also imposes a new family cap on Social Security benefits, similar to one already in effect for the federal disability insurance program. *NEA is working to have these two provisions struck out in House-Senate conference.*

Title IX

Senator Orrin Hatch (R-Utah) has introduced a bill to remove school employees from coverage under Title IX and to limit its student coverage to school programs that receive federal money directly. *The NEA Women's Caucus is working with "Title IX Watch," a coalition closely monitoring this move to gut the nine-year-old federal law prohibiting sex discrimination in education.*

Tuition tax credits

The Reagan Administration plans to support federal income tax credits for private school tuition—even if the resulting revenue loss requires a $2 billion reduction in federal funding of education programs, according to an Office of Management and Budget witness at a recent Senate hearing. The Administration is expected to offer its own tuition tax credit bill within the next few months. *NEA testified in opposition to the Senate bill and has been canvassing Capitol Hill with the National Coalition for Public Education. NEA and its local affiliate in Washington, D.C., also helped soundly defeat a D.C. tuition tax credit proposal that was seen as a national test case for the idea's appeal to the voting public (story on page 3).*

Voting Rights Act

The House of Representatives overwhelmingly passed a renewal of the Voting Rights Act in early October, beating back amendments that would have weakened this most effective of all civil rights laws. Although the Senate does not expect to consider the measure until January, *NEA is asking the Senate to speed up its schedule and to adopt the House provisions.*

KENTUCKY: Coalition defeats creationism mandate

LEXINGTON—The Fayette County Education Association (FCEA) was part of a community-wide coalition here that recently mobilized to prevent the school board from mandating the teaching of "scientific creationism" in the public schools.

Working together through the Committee for Effective Action in Science Education (CEASE) were K-12 teachers, parents, faculty and students from the University of Kentucky and Eastern Kentucky University, and over 70 local ministers. Often at odds in the past, FCEA and school administrators for once found themselves on the same side of an issue.

A group called "Citizens for Balanced Teaching of Origins" wanted the school board to require teachers to present the viewpoint that the earth is only 6,000 years old and that animals and human beings were created exactly as they exist today.

The state school superintendent has declared that school boards may use public funds to purchase textbooks and other teaching materials that support creationist theories. An attempt to make the teaching of those theories mandatory failed in the Kentucky legislature last year, but the measure is expected to be reintroduced in 1982.

The creationism question became a local issue here last fall when two creationists were elected to the school board. By this October, the five-member board was split two-to-two over whether to require equal time for Biblical theories of creation in the schools, with one undecided vote.

Some 700 citizens turned out for the board meeting at which the decision was to be made and listened intently to three hours of brief statements from both sides. Finally FCEA and its allies won the day, when their arguments based on the separation of church and state persuaded the undecided board member to vote "no" on incorporating creationism into the curriculum.

Since the Lexington area, with a population of 200,000, sets the pace for eastern and central Kentucky, FCEA President Dexter Meyer and others hope the victory here means the battle against required teaching of creationism has been won for a while. ☐

As a long line of citizens wait to speak, Fayette County (Ky.) Education Association President Dexter Meyer urges school board to defeat an attempt to incorporate the teaching of "scientific creationism" into the curriculum of the public school system.

OVERSEAS: Military dependents' schools are poorly managed, OEA tells Congress

WASHINGTON, D.C.—Testifying before a congressional "oversight" hearing this fall on the Department of Defense Dependents' Schools abroad, Overseas Education Association President Jack Rollins outlined teacher concerns about the way the DODDS system is presently managed.

"Teachers in DODDS are perceived to have an enviable opportunity to see the world while teaching overseas," Rollins told House subcommittees on education and civil service. "The reality of teaching in DODDS is quite different. The contrast between the image and the reality is quite stark."

Teaching in a DODDS school means ever-increasing class sizes, dilapidated school buildings, inadequate salaries and housing, late paychecks, poor access to medical care, and incredibly inefficient and unfair recruitment and transfer policies, Rollins testified.

He pointed to the "poor record" of DODDS in the areas of collective bargaining and grievance processing, charging that DODDS management is "intent on thwarting the bargaining process at every level."

Rollins concluded by urging that the long-delayed transfer of the overseas dependents schools from the Defense Department to the Education Department take place as now scheduled on May 4, 1983.

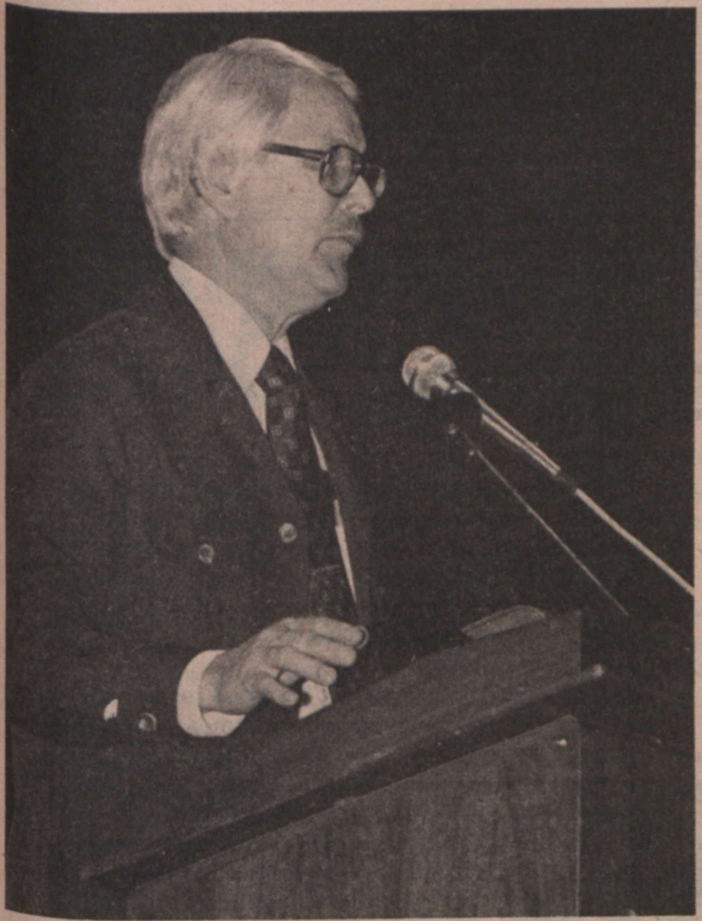
"DODDS teachers seek a managerial system educationally oriented and sympathetic to teacher and student welfare," he said. "It may seem unusual for me to be advocating the transfer of the schools from the Department of Defense to the Department of Education when many are saying, 'Stay with Defense—they have all the money this year.' But there is no evidence either through past practice or present commitment that DODDS will truly prioritize the educational programs provided to the children of service people overseas.

"The OEA waits for the day when teaching overseas comes close to its stateside image. Improvement in the management of the overseas schools can only mean that the students in those schools will be receiving the education they deserve." ☐

Testifying before subcommittees of the House of Representatives, Overseas Education Association President Jack Rollins presents the teacher viewpoint on problems in the Defense Department's system of schools for American military dependents abroad.

ES IN ACTION

MICHIGAN: Locals face school tax crises



The public found it impossible to believe that schools would actually close, says Alpena Education Association President William Shuler. "The school board had a credibility problem, but now people know it can really happen."

ALPENA—Thanks in part to the hard work of teachers, aides, security guards, cafeteria workers, and other organized school employees, the schools are open once again in this rural district of some 6,800 students.

Alpena's schools had locked their doors for two weeks in October when the district ran out of money after voters turned down three property tax levies in a row. Members of the Alpena Education Association (AEA) and two Michigan Educational Support Personnel Association units here went all out to garner public support for the latest tax proposal, which was divided into two parts.

Their campaign paid off. A record 12,000 of the district's 18,000 voters turned out to pass a $14 million millage renewal that allowed schools to reopen November 3. Voters approved continuation of a $20.25 tax per $1,000 of assessed valuation, but rejected a request for a tax increase of $3.45 per $1,000 to finance bus transportation, food service, and extracurricular activities.

So schools here are operating without buses, athletics, clubs, elementary music, or hot lunches. Some 25 teachers and all 40 school bus drivers have already been laid off.

AEA praises the school board for daring to shut down the 14-school system, thereby placing the decision where it belonged—in the hands of the voters. The alternative would have been to keep the schools open and put the burden on teachers and support staff by asking them to work without pay.

NEA/MEA affiliates in Lincoln Park, Pontiac, Harper Creek, and elsewhere face similar tax showdowns as the slumping auto industry, declining enrollments, and severe reductions in state and federal funding bring school districts to the brink of bankruptcy.

Alpena's crisis is far from over. Citizens' groups are now demanding that the district finance bus service after all, out of the $14 million millage renewal—thus forcing cuts in other programs and layoffs of teachers and support staff. ☐

IOWA: ISEA educates public on impact of state cuts

DES MOINES—The Iowa State Education Association (ISEA/NEA) hosted public forums on school finance in 36 communities across the state this fall.

The goal was to call attention to problems that have resulted from the legislature's cuts of more than $40 million from school funding.

The forums proved to be a good way to—

- ► Inform Iowans about the nuts and bolts of school finance.
- ► Emphasize that it is the legislature, not the school board, that sets a local district's spending capacity.
- ► Provide legislators with concrete examples of how their refusal to raise state taxes has hurt Iowa's formerly exemplary school programs and services.
- ► Keep school finance issues alive in the media until the legislature reconvenes in January.

Testimony at the forums from teachers, school board members, administrators, and parents echoed findings of an early fall ISEA survey of school districts: the loss of state funding has hit reading and art programs particularly hard at the elementary level and has meant fewer new materials and larger classes at the secondary level.

"Because there are fewer teaching positions," says ISEA President George Duvall, "more and more teachers are picking up the slack by teaching subjects beyond their particular areas of expertise. What happens then is that teachers are faced with a double whammy—not only do they have less preparation time, but they also are forced to do more preparing in order to teach those subjects they're not used to teaching."

The ISEA forums have drawn extensive coverage in the state's print and broadcast media and have often led to follow-up appearances on local TV and radio talk shows. ☐

PUERTO RICO: Teachers protest low salaries

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Members of NEA's Puerto Rico affiliate, the Asociación de Maestros de Puerto Rico (AMPR), march in recent island-wide school-day demonstration protesting inadequate teacher salaries in Puerto Rico's single school system. "We need an increase in salary NOW!" say the signs. Basic entry-level salary here is little more than $7,000 a year, with $250 annual increases. Among the marchers are AMPR vice-president Eugenio del Valle (second from right) and NEA southeastern regional director Jim Williams (third from right).

RETIREMENT ROUNDUP

Older Americans often targeted for abuse, rip-off schemes

NORTH BRUNSWICK, N.J.—America's senior citizens, most of whom live on fixed incomes, are frequently the victims of fraud, declared speakers at a fall conference here. The New Jersey Education Association cosponsored the conference on "Senior Citizens: Victims of Abuse and Rip-offs."

"We witness today a serious threat to the elderly in our society," said Dr. Sylvia Herz, a psychologist and sociologist in South Orange. "The senior citizen too often becomes fair game for rip-off schemes, an object of fraud, and more and more, the target for gangs of young muggers."

Many senior citizens waste thousands of dollars purchasing so-called "Medigap" insurance policies, which are supposed to supplement Medicare. Too often, said David Holton, an investigator for the U.S. Senate Subcommittee on Aging, retirees buy these policies only to find out that the small print excludes them from collecting benefits.

Of $4 billion spent last year on such supplemental policies, $1 billion need not have been spent, said Holton.

Beth Hess, professor of sociology at the County College of Morris, noted that "violence is the exception rather than the rule" in crimes against the elderly. "Most purse snatchings occur without the victim being touched."

If the press focuses too much on crimes against the elderly, she said, older persons become anxious and stay confined to their homes. Hess is author of *Growing Old in America*, as well as *Aging and Old Age*.

John Fay, New Jersey ombudsman for the institutionalized elderly, spoke of a different kind of abuse. He said the difficulty that Medicaid patients have in being admitted to nursing homes is a national scandal. "If someone is too sick, too poor, or too old, then the home doesn't want him and doesn't have to take him." ☐

Protect yourself against fraud

The following advice on how to get the most from your money and protect yourself against swindlers is adapted from a booklet in a forthcoming NEA series, "Planning for the Best Years of Your life."

The booklets, which are being specially prepared for NEA's retired and about-to-retire members, will provide tips on financial planning, wills and trusts, health and safety, stress, housing, positive attitudes, and the creative use of time. Watch this newspaper for further details as the series becomes available.

As we begin to reach retirement age, we become more and more aware of the value of the money we have been able to accumulate. No matter how small or large our capital, we feel its loss severely.

Unfortunately, many people are just waiting for the chance to relieve older citizens of their life savings, often through fraud.

Fraud is the use of deceit or trickery to induce someone to part with something of value in exchange for a promise of something of greater value—usually money.

Home improvement sales represent one of the largest potentials for fraud. Not all door-to-door salespeople selling home improvements use fraudulent methods, but a large number do. If you are aware of what is happening, however, people will not be able to take advantage of you.

When a salesperson comes to your home, let him or her know that you are aware of the possibility of false promises. Ask the salesperson to put all promises and guarantees in writing.

Don't sign a blank contract. In fact, don't sign any contract unless all blank spaces are filled in or have a line drawn through them.

Beware of the service man or woman who, claiming to be recommended by a friend, proceeds to give you a "free" termite inspection or to inspect your hot water heater, air-conditioning unit, TV, or other appliances.

There is no free lunch. Anyone who wants to give you a free inspection has an ulterior motive—to sell you a new product at a highly inflated price whether or not you need it.

If a salesperson suggests that you may suffocate or your house may burn down if you fail to have your furnace replaced, don't panic. Call your local fire department, police department, or Better Business Bureau to check the facts.

Remember that an installment sales contract can be cancelled within three days. The Federal Trade Commission protects consumers who sign a contract with a door-to-door salesperson for a product or service worth $25 or more. The salesperson must give you an address where you can write if you change your mind and want to cancel the sale, as well as a cancellation form that explains fully how to use it.

Remember, you are not entitled to cancel the sale by phone. You must notify the company in writing of your decision.

If you sign an agreement and fail to notify the seller within the three-day period, you are bound by the contract. So be careful—be sure of what you sign and what you buy. Verbal promises made by the salesperson will usually not affect a written agreement. What is said to you is not as important as what you sign. ☐

Retired teachers needed as ACTION volunteers

WASHINGTON, D.C.—If you're over 60 and have time and energy to spare, the Older American Volunteer Programs can use your special talents in dealing with people.

ACTION, the federal voluntary service agency, runs three programs for citizens over age 60. The largest is the Retired Senior Volunteer Program (RSVP), with over 300,000 participants across the country.

Two smaller programs that pay a small stipend but are limited to persons under certain income levels are the Foster Grandparent Program and the Senior Companion Program.

RSVP is flexible, placing senior volunteers in courts, libraries, schools, daycare centers, hospitals, nursing homes, and other community service centers. RSVP volunteers serve without pay but may be reimbursed for expenses such as transportation. They also receive insurance protection while on assignment. There is no limit to the number of hours that may be volunteered.

RSVP volunteers have helped members of their communities in various ways:

► **In Madison, Wisc.,** 200 volunteers annually produce eight to twelve folk fairs for elementary students. The fairs include skits and craft demonstrations, including butter churning, soap making, and furniture caning.

► **In Sacramento, Calif.,** VINE (Volunteers in Education) helps high school students find jobs for their work experience programs.

► **Chillicothe, Mo.,** volunteers serve in the schools, recording books for students with hearing and learning disabilities. They also produce two marionette shows a year for 1,300 students.

► **In Seattle, Wash.,** 48 senior citizens in Project Share compare thoughts about growing up with students at eight elementary schools.

► **Berkeley Springs,** W.Va., retirees exchange information on job seeking and work attitudes with junior and senior high school students.

► **In Alexander City, Ala.,** retired executives and others run a recycling program, sorting and selling paper, glass, and aluminum. The program operates at a $600 monthly profit, which is recycled into other community projects.

► **In Baltimore, Md.,** an award-winning program features senior citizens as waiting room volunteers in juvenile court. They answer questions the family might have about court procedures and provide reassurance.

► **In Cazenovia, N.Y.,** volunteers run a food co-op exclusively for senior citizens—ordering, packaging, and in some cases delivering food to co-op members.

► **In Hampton, Va.,** volunteers work with mentally handicapped and emotionally disturbed persons who are about to be released from institutions, training them for daily life. Many of the patients later enroll as RSVP volunteers themselves.

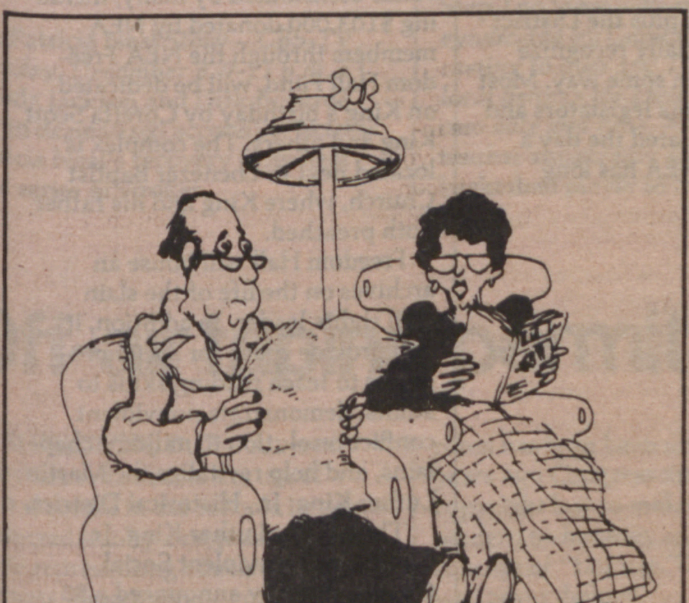
The Foster Grandparent Program has enrolled over 18,000 volunteers in 233 projects, with at least one in every state. Volunteers spend 20 hours a week working with two or three children, providing companionship and guidance to mentally, physically, or emotionally handicapped youngsters.

Abused or neglected children, runaways, and youths with drug problems are also provided foster grandparents.

The Senior Companion Program has nearly 4,000 volunteers who provide 20 hours a week of care and companionship to elderly adults, many of whom would have to be institutionalized without such help.

Volunteers for the Foster Grandparent and Senior Companion programs must meet income limitations—generally, under $5,390 a year for an individual or $7,115 for a couple. However, state guidelines vary, so if you're interested, check your state ACTION office (look in the phone book under United States Government).

For further information on any of these three programs for volunteers 60 years of age or older, call 800-424-8580, extension 239, toll-free during business hours. ☐



SOLIDARITY/JACK CORBETT

"If our income is fixed, George, how come we're always broke?"

Have you noticed these Social Security changes?

WASHINGTON, D.C.—Recent changes in Social Security legislation have eliminated or reduced benefits for retirees.

Even though the Reagan Administration backed away from the massive Social Security cuts it proposed last spring, several modifications have passed in congressional budget bills.

► **Your Social Security** check has been rounded down to the nearest dollar since September. These pennies from various Social Security programs will add up to a savings of $420 million a year for the government (and a loss for beneficiaries) by 1986.

► **Medicare deductibles** for hospital care will rise from $204 this year to about $260 next year and to $328 by 1984. The present $60 deductible you pay to see a doctor will rise to $75 next year.

► **Next year you may earn** up to $4,400 if you're under 65, and up to $6,000 if you're under 72, without having your Social Security payments reduced. At age 72, you may earn as much as you want to without penalty. The age-72 exemption was supposed to drop to age 70 in 1982, but has been delayed by the budget bill until 1983. ☐

NEWS OF SPECIAL CONCERN TO MINORITIES AND WOMEN

NEA HUMAN RIGHTS REPORT

Political action pays off

Election boosts ERA's chances for ratification in Virginia

RICHMOND—Equal Rights Amendment forces in this state scored a major gain in off-year legislative elections here November 3. Two key ERA opponents were defeated while 10 of 15 pro-ERA candidates were elected or re-elected.

NEA, the Virginia Education Association (VEA), and the National Organization for Women (NOW) had worked hard to make candidates' positions on ERA a prime election issue. As the only unratified state electing legislators before the June 30, 1982 deadline for ERA ratification, Virginia was a prime target for this fall's pro-ERA efforts.

"ERA is alive and well thanks to the combined efforts of Association members and their allies," commented NEA President Willard McGuire. "The Virginia election sends a clear signal that those legislators who persist in denying equal rights to all citizens cannot expect to continue in public office."

Besides contributing time and money to the legislative races, VEA members also backed winning gubernatorial candidate Charles (Chuck) Robb. Robb, who favors ERA ratification, singled out teachers for special thanks in his Election Night victory speech.

VEA members combed voter registration lists, manned telephone banks, distributed campaign literature, and performed a myriad of other tasks.

"We owe major thanks for our ERA efforts to the support of teachers across the nation, especially in Maryland, North Carolina, and Oklahoma," said VEA President Walt Mika. Delegates to the 1981 NEA Representative Assembly and Association members around the country contributed funds to the VEA/NEA election effort.

Among the pro-ERA legislators elected were three VEA members: Democrat Kenneth R. Plum, an adult education director in Fairfax County; Republican Delegate James H. Dillard II, who teaches government in the Fairfax County schools and serves on the House education committee; and Democratic Delegate R. Beasley Jones, a high school principal in Dinwiddie County.

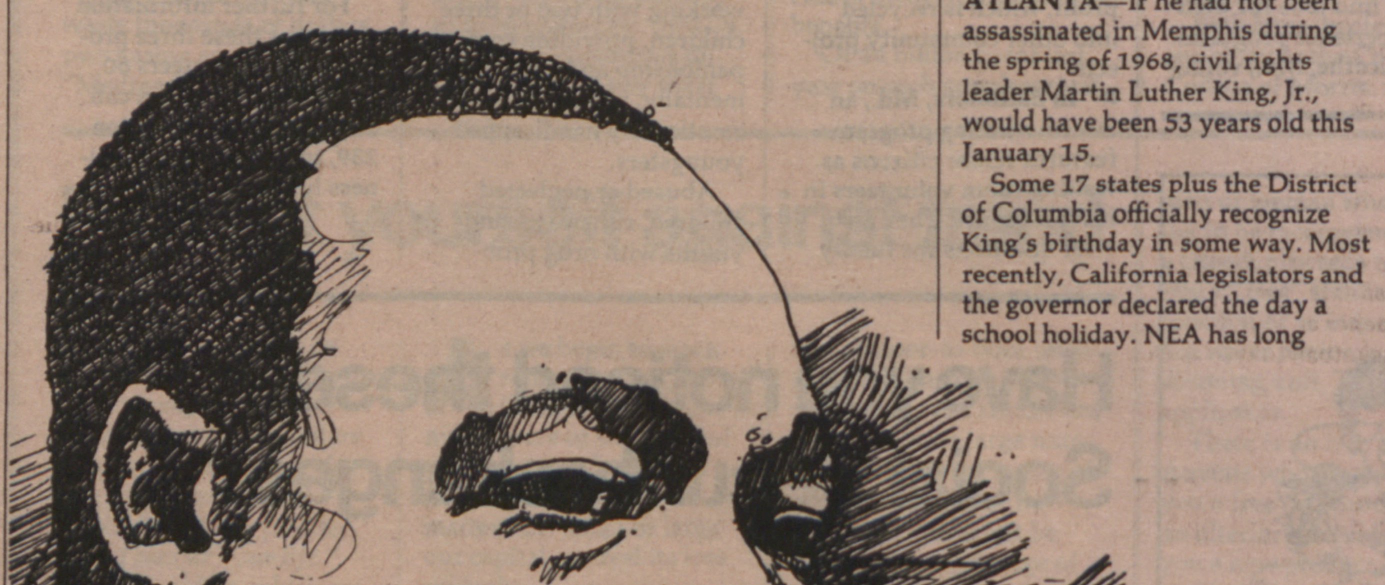
Two outspoken ERA opponents were defeated: incumbent Lawrence D. Pratt and challenger John S. Buckley. Buckley, besides being a bitter foe of ERA, gained notoriety recently for a nationally circulated letter accusing the U.S. Department of Education of being a front for "militant homosexuals, free love advocates, radical women libbers, and pornography merchants."

Despite the legislative victories, there is still a long, hard pull ahead for ERA in Virginia, VEA reports. The state senate stands tied on the issue, 20 to 20.

In the House of Delegates there are now six vacancies on the 20-member Privileges and Elections Committee, where ERA legislation has been tied up. The House speaker, an ERA opponent, appoints committee members, so ERA backers are planning a "procedural discharge" of the proposed legislation from the committee. □

Ken Plum, an Association member and ERA backer who won his race for a seat in the Virginia House of Delegates, shares an Election Night hug with Gail Gonzales, campaign coordinator for the successful VEA/NEA drive to elect pro-ERA legislators.

January 15: a day to remember Martin Luther King, Jr.



ATLANTA—If he had not been assassinated in Memphis during the spring of 1968, civil rights leader Martin Luther King, Jr., would have been 53 years old this January 15.

Some 17 states plus the District of Columbia officially recognize King's birthday in some way. Most recently, California legislators and the governor declared the day a school holiday. NEA has long urged governors to proclaim January 15 a state holiday, and Congress and the President to declare the day a national holiday.

Freedom Hall, built here with funds contributed by many, including $103,000 donated by NEA members through the NEA Freedom Hall Fund, will be dedicated on King's birthday by Coretta Scott King and others. The complex is located next to Ebenezer Baptist Church, where King and his father both preached.

Freedom Hall will house an archives on the life of the slain civil rights leader. In addition, it will provide space for social programs to teach reading skills to adults, demonstrate nonviolent conflict resolution to military chaplains, and help revitalize the Martin Luther King, Jr., Historical District.

The Martin Luther King, Jr., Center for Nonviolent Social Change recently announced a $5 million fundraising drive to furnish Freedom Hall and finance its activities. NEA President Willard McGuire has called upon those who did not contribute before to do so now. NEA members or affiliates should send checks to NEA Freedom Hall Fund, Room 810, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

Margaret Mead, the late anthropologist known for her studies of children and families, is featured in the December 15 episode of public television's "Odyssey" series.

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

A Long Way Home—*ABC-TV, Sunday, December 6, 9-11 p.m. ET.* 'General Electric Theater' drama starring Timothy Hutton and Brenda Vaccaro. Three siblings are abandoned by their parents, then adopted into three different families. The oldest boy, haunted by the past, battles bureaucracy, roadblocks, and disappointments in his unceasing search for his younger brother and sister.

The Patricia Neal Story—*CBS-TV, Tuesday, December 8, 9-11 p.m. ET.* Glenda Jackson and Dirk Bogarde star in dramatized account of actress Patricia Neal's recovery from near fatal series of strokes.

Odyssey—*PBS, Tuesdays, 9-10 p.m. ET.* Highly acclaimed series exploring the richness and diversity of the human experience in all parts of the world, past and present, returns with 15 new programs. Focus is on archaeologists and anthropologists as they seek to understand customs and beliefs that make each society unique, as well as common threads that bind all people together. Single copies of magazine and educator's guide are available free from Odyssey Magazine, P.O. Box 1000, Boston, MA 02118 (please indicate grade level and name of school).

Step Too Slow—*30-minute special syndicated by Capital Cities Broadcasting to over 150 TV stations; check local listings for December broadcast date and time.* An English teacher encourages a high school basketball player to examine himself and his abilities; student learns to deal with his own problems by helping others.

Rigoletto—*PBS, Wednesday, December 16, 8 p.m.-1:45 a.m. ET.* 'Live from the Met' presents the Verdi masterpiece. With English subtitles; simulcast in stereo in many cities.

Quiz Kids—*CBS Cable, Tuesdays, 8-8:30 p.m. ET; repeated Wednesdays, 5-5:30 p.m. ET.* Five young contestants answer difficult questions on varied subjects.

Les Miserables—*CBS Radio Network, Monday through Friday, January 11-15; check local listings for daily airtime.* CBS Radio Mystery Theater opens its ninth season with special five-part adaptation of the Victor Hugo classic, starring Alexander Scourby.

Life on Earth—*PBS, Tuesdays beginning January 12, 8-9 p.m. ET; repeated Sundays beginning January 17, 7-8 p.m. ET.* Series of 13 programs traces the development of life from the first simple ocean organisms to the vast array of creatures populating the planet today.

Alice in Wonderland—*NBC-TV, Saturday, January 16, 8-9:30 p.m. ET.* Meryl Streep stars in a modern interpretation of Lewis Carroll's classic.

Rainbow Patch—*NBC-TV-owned stations and 35 independent stations, weekends—check local listings for broadcast dates and times.* Magical, musical adventure series for young children. 30-minute programs designed to stimulate the imagination and develop social and ethnic values.

From Me to You—*30-second "microprograms" syndicated to TV stations across the country for airing during family and children's viewing hours.* Children speak to children about health, safety, and other vital issues. Series of 65 segments includes messages on homework, diet, safety with strangers, and the dangers of playing with guns. ☐

Off-air taping permitted for one-time classroom use

WASHINGTON, D.C.—A set of guidelines to facilitate the use of video material in the schools has been hammered out by a negotiating committee representing education organizations, broadcasters, copyright owners, and TV industry guilds and unions.

These new guidelines, which became effective October 14, have nothing to do with recent court decisions on taping video material for home use. The negotiated guidelines apply only to nonprofit educational institutions.

The legality of off-air taping of TV programs for later use in the classroom has long been uncertain. Five years ago Congress amended the 1909 copyright law to make it relevant to modern technology and added the concept of "fair use," but this term was never defined.

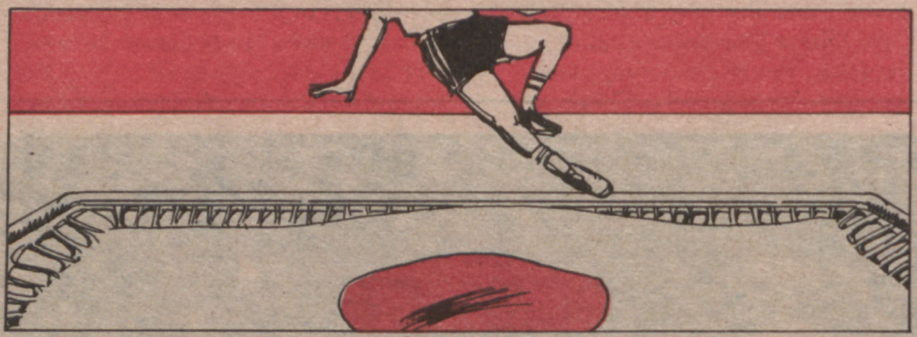
In March 1979 the chair of the House Subcommittee on Courts, Civil Liberties and Administration of Justice, Rep. Robert Kastenmeier of Wisconsin, decided to clear up the question by appointing a 19-member panel of all concerned parties to define "fair use" of video broadcasts in a mutually acceptable way.

The guidelines this panel recently settled on were published in full in the November 9 issue of *NEA NOW*, a weekly newsletter mailed to all local association presidents and UniServ staff.

The crux of the agreement is that a teacher may tape any copyrighted TV program and use it in class *once* within the first 10 school days after the original broadcast. If the teacher wants to show the program again, he or she must either rent or buy it from the copyright owner.

Notes NEA's representative on the panel that negotiated the agreement, Association Vice-President Bernie Freitag, "These off-air taping guidelines are intended to allow fair classroom use of TV programs—without infringing on the rights of the performers, writers, musicians, and others who own the video material."

This voluntary agreement does not change the copyright law or bind any court to a particular interpretation of the law. But the courts are likely to take the guidelines into account because they have been ratified by both educators and broadcasters. ☐



Program becomes better than ever

NEA liability program expands coverage

WASHINGTON, D.C.—How often has your insurance coverage increased while your premium remained the same?

That's exactly what happened recently with NEA's Educators Employment Liability program. As of September 1 NEA substantially increased the coverage provided under this program—which still covers all Association members *at no cost* to individuals.

The liability program protects NEA members against personal financial loss if they are sued in connection with their employment.

The basic liability coverage now provides payment of—

- Up to $1,000,000 in a civil negligence suit. (Prior coverage paid up to $250,000.)
- Up to $250,000 in suits alleging violation of civil rights. (Prior coverage paid attorney's fees up to $2,500.)
- Up to $25,000 for reimbursement of attorney's fees in defense of a criminal charge. (Prior coverage paid attorney's fees up to $10,000.)
- Up to $1,000 for reimbursement of a bail bond premium.
- Up to $250 for assault-related personal property damage.

In addition to these monetary increases, the program has also been expanded to cover—

- Licensed personnel who conduct psychological counseling and therapeutic services.
- Educational support personnel in most of their regular employment activities, including expanded coverage for cafeteria workers, security guards, and bus drivers.

The expanded coverage is detailed in the plan description at right.

New NEA tax guide available soon

WASHINGTON, D.C.—The 1982 edition of NEA's popular *Income Tax Guide for Teachers* will be ready for mailing in early January.

The guide has been updated to reflect the recent wide-ranging changes in the nation's tax laws.

Last year over 1,000 people missed getting their copies by ordering too late. Don't be disappointed . . . reserve yours now by sending your name, address, and $4.95 to NEA Distribution Center, Saw Mill Road, P.O. Box 509, West Haven, CT 06516. Request stock no. 1386-7-OD.

Remember, the cost of the guide is tax deductible! ☐

Attention, candidates for NEA office

WASHINGTON, D.C.—April 1 is the deadline for advance filing by candidates for NEA office who wish to have their pictures and statements in the *NEA Reporter*. Information for candidates, including the official filing form, may be obtained from the Executive Office at NEA Center.

NEA officers to be elected at the 1982 Annual Meeting are the secretary-treasurer and two members of the Executive Committee. The Annual Meeting is scheduled for July 1-6, 1982, in Los Angeles.

Submission of filing forms does not constitute nomination for office. Nominations will take place on the first day of the Representative Assembly.

Candidates for secretary-treasurer or Executive Committee member shall have been Active or Educational Support members of NEA for two years immediately preceding the election. ☐

Competition now open for Carr awards

WASHINGTON, D.C.—NEA is currently accepting applications for two $2,500 William G. Carr scholarships. NEA members, local or state Association staffers, and teachers in other countries are all eligible.

The scholarships, awarded annually, support projects that develop leadership in the teaching profession; promote, aid, or study international or comparative education; strengthen independent professional organizations; or improve some aspect of professional Association work.

The scholarships were established in 1967 to honor the former NEA executive secretary.

Deadline for applying is February 1, 1982. Winners will be announced in early May. For further information and application forms, send a self-addressed, stamped, long envelope to William G. Carr Scholarships, NEA Center, 1201 16th Street, N.W., Washington, DC 20036. ☐

NEA Educators Employment Liability Program SUMMARY PLAN DESCRIPTION

I. INTRODUCTION

The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1980-81 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment, including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Zurich-American Insurance Company of Illinois. The entire premium for the plan is paid by NEA.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION

PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION/PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Zurich-American and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number of NEA Legal Services is (202) 833-4284.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The person designated as agent for service of legal process is Lynn Ohman, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES/COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has not been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY

MEMBERS All NEA members, including members of state and local affiliates and life members, are automatically covered by the EEL Program.

IV. COVERAGE

ACCIDENT LIABILITY Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $1,000,000, and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or at the request or approval of your supervisor. (Coverage A)

EXCLUSIONS You are *not* covered if the suit against you is:

- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:

- the rendering of medical or similar services except by licensed school nurses, physical therapists, occupational therapists, psychological therapists, or guidance counselors;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles *except:*
  1) driver training instructors in the course of their work;
  2) vocational education instructors engaged in teaching shop; and
  3) members who are supervising students entering or exiting a school bus.
- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision—except for home economics teachers and cafeteria workers, who are covered;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed for the following:

- Up to a maximum of $25,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee. Unless the proceeding results from your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B)
- Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT-RELATED PERSONAL PROPERTY DAMAGE You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind or for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE

Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member, or if NEA decides to discontinue the EEL Program as a whole. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS

SOURCE/AMOUNT/MEDIUM NEA pays the entire cost of the EEL Program. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA are applied to pay the premiums on the insurance policy issued by Zurich-American.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS

INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

Should you be unable to contact your state association's EEL coordinator, you are to send a copy of all legal documents and the description of the events directly to Zurich-American Insurance Company, 231 North Martingale Road, Schaumburg, Illinois 60196.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Direct your correspondence to Lynn Ohman, Manager, NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VII. YOUR RIGHTS UNDER ERISA

As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA. ERISA provides that all Program participants have the following rights:

- You have the right to examine, without charge, at the offices of NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Zurich-American and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Legal Services at the above address. NEA Legal Services may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year ending August 31, 1981, when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Zurich-American in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Zurich-American for the denial. You have the right to have Zurich-American review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Legal Services. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor. ☐

Visit strengthens links between NEA and Israel Teachers Union

WASHINGTON, D.C.—NEA and the Israel Teachers Union (ITU) are planning to launch a teacher exchange program and to increase cooperation in a number of areas including teacher education, leadership training, the classroom challenges posed by school integration, and the combatting of racism, apartheid, and anti-Semitism.

The stepped-up activity between the two organizations is the result of an October visit to the U.S. by four ITU teacher-leaders and their consultations at NEA Center with NEA President Willard McGuire and Executive Director Terry Herndon.

During their 10-day stay the ITU delegation viewed curricula and examined other activities at San Diego (Calif.) State University's college of education, visited elementary and secondary schools in San Diego, and observed elementary-level classes for deaf and autistic children there. Host for this part of the visit was the San Diego Teachers Association, which accommodated the group even while the association itself was in the middle of arduous negotiations for a new contract.

In the Washington, D.C., area the Israeli delegation visited schools in Montgomery County, Md., and was welcomed by the Montgomery County Education Association.

In a farewell statement to NEA President McGuire, newly elected ITU Secretary-General Amnon Abramson said: "Each country has its own problems and therefore emphasizes different aspects in the sphere of education. But what we have very much in common is the challenge to educate in the same classes the pupils coming from various cultures and countries.

"America and Israel share the problems of a melting pot society, but I am sure that both our school systems educate the young generation to grow up as free men and women and good citizens loyal to the principles of democracy."

The teacher exchange program, now in its formative stage, envisions a two-week experience involving 15 teachers from each country, who would live in the homes of their host teachers for 10 days following a few days of orientation upon arrival. Each teacher would be responsible for his or her own airfare and other expenses. ☐

Four visitors from Israel Teachers Union observe as a San Diego teacher locates their nation on the map for her hearing-impaired students. Standing, left to right, are ITU Organizing Secretary Gila Ram, Lafayette Elementary School teacher Linda Lubach, ITU member Cari Abramson, ITU Secretary-General Amnon Abramson, and ITU leader Miriam Gadish.

NEA seeks nominations for Dorros Peace Trophy

WASHINGTON, D.C.—Nominations for the Dorros Peace Trophy are now being accepted by NEA's Committee on International Relations.

The award is presented annually at the NEA Representative Assembly to the state or local association deemed to have made the most significant contribution to the "global community" concept. Previous winners have been state affiliates in Maryland, Michigan, Pennsylvania, Iowa, and Massachusetts.

The trophy is named for Sidney Dorros, a long-time NEA headquarters staff member and consultant to the NEA Bicentennial Commission, which focused its attention on the concept of a global community.

Eligible associations should not hesitate to nominate themselves. Nominations must be received by April 23, 1982. For further information or a nomination form, write to NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

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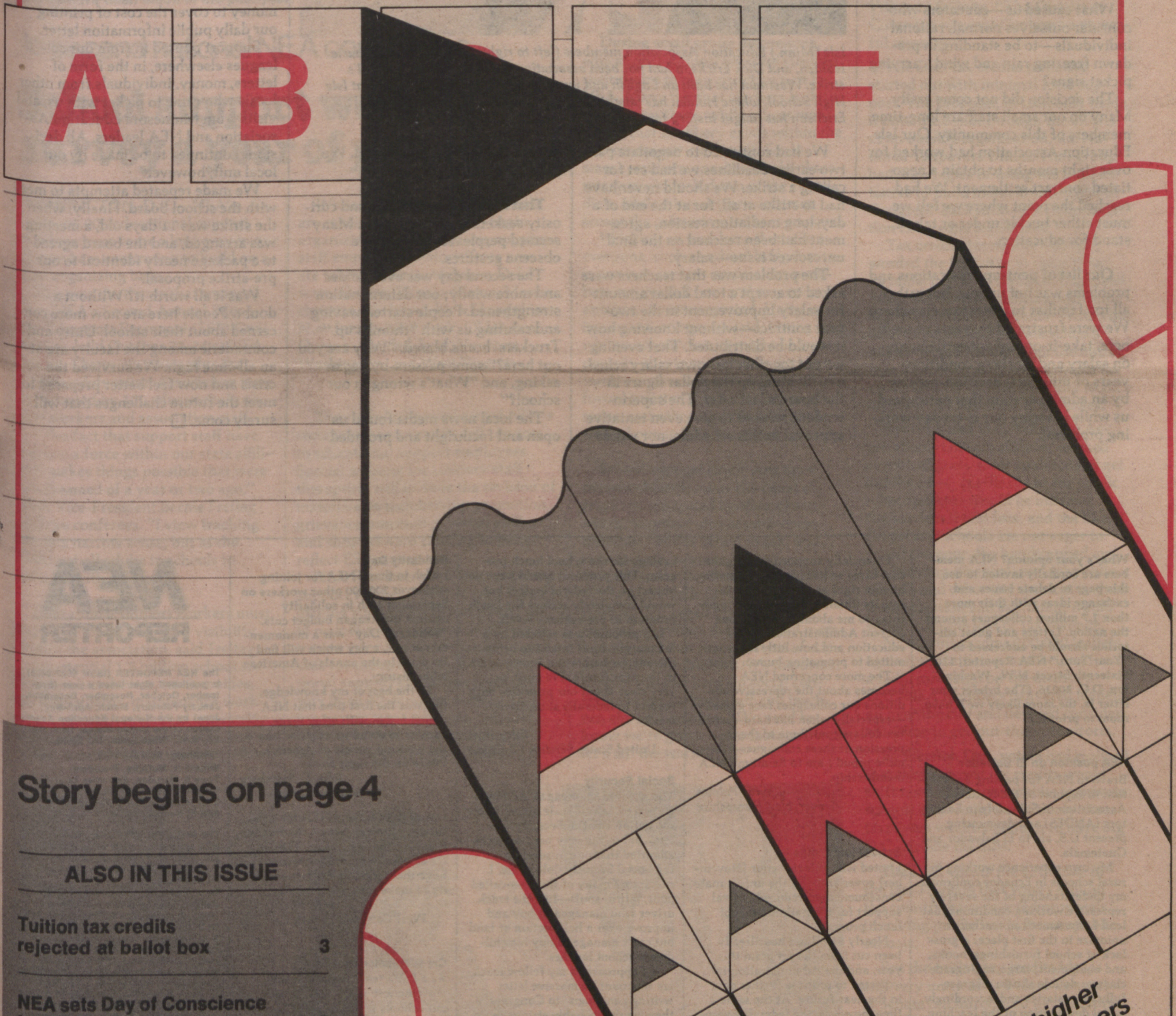
Schools win good marks from the public



Attention, higher education members
See center insert

Story begins on page 4

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YOUR TURN

A rural community's first strike

by Barb Westman, Laurie Holden, and Richard S. A. Erickson

Recent amendments to Minnesota's Public Employment Labor Relations Act have made it much easier for teachers to call a legal strike. This fall some 6,000 teachers in over 30 Minnesota Education Association/NEA locals have staged walkouts in order to achieve contract settlements. Here three first-time strike participants in one small central Minnesota local describe what turned out to be a very positive experience.

Isle, Minnesota: population 551. Resort area and farming community. 7 a.m., Tuesday, October 13: 32 of the community's 34 teachers out on strike.

What caused us—educators who consider ourselves normal, rational individuals—to be standing in predawn freezing rain and wind, carrying picket signs?

The decision did not come easily. Many on our small staff are long-time members of this community. Our Isle Education Association had worked for over eight months to obtain a negotiated contract settlement. We had reached the point where we felt we must either buckle under or take a stand for education.

Our list of pent-up frustrations and problems was not unique, but rather all too familiar to educators elsewhere. We were frustrated by years of mediocre, take-it-or-leave-it settlements on salary and working conditions . . . years of unilateral decision-making by an administration that patronized us while ignoring our everyday working problems.

Isle (Minn.) Education Association members (left to right) Barb Westman, Laurie Holden, and Dick Erickson had not been association activists prior to this fall's strike. Westman has been an English and journalism teacher for eight years at Isle High School, where Holden has taught business education for three years and Erickson has taught history for 17 years.

We had continued to negotiate past two earlier deadlines we had set for calling a strike. We should never have had to strike at all, for at the end of a day-long mediation session, agreement had been reached on the final unresolved issue—salary.

The problem was that teachers were asked to accept a total dollar amount for salary improvement in the two-year contract—without knowing how it would be distributed. That evening we put together our own salary schedule, dividing up the dollar figure in the board's last offer. The superintendent refused to give even tentative approval to this schedule, nor would he reconvene the school board. We called the strike.

That first cold, wet day found curiosity seekers checking us out. Many seemed perplexed; a few made obscene gestures.

The second day was even colder and more windy; our determination strengthened. People started waving and saluting us with "thumbs up." Truckers' horns blared. "Why are you out here?" some passers-by began asking, and "What's wrong in our school?"

The local news media found us open and forthright and provided good coverage. Community support built as the days wore on and the weather continued to worsen.

Many veteran teachers are active in Isle's civic groups and church organizations, and they used their contacts to build even greater public understanding of our problems. People were outraged to learn that the school district had spent their tax dollars to hire a costly professional lawyer/negotiator from the Twin Cities.

Parents and students began walking our picket line. Some parents supported us by carrying signs through the small business district; others provided food. Still others donated money to cover the cost of printing our daily public information letter.

Support poured in from our colleagues elsewhere, in the form of letters, money, individuals from other locals who came to picket with us, and visits from Minnesota Education Association and NEA leaders. All decisions continued to be made by our local unit, however.

We made repeated attempts to meet with the school board. Finally, when the strike was 11 days old, a meeting was arranged, and the board agreed to a package nearly identical to our pre-strike proposal.

Was it all worth it? Without a doubt. People here are now more concerned about their school. Unity and comraderie among the faculty are at an all-time high. We survived the crisis and now feel better prepared to meet the future challenges that will surely come. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

NEA position on El Salvador

Bravo to NEA for passing a resolution in support of the National Association of Salvadorean Educators (ANDES) and denouncing present U.S. aid to El Salvador and Guatemala.

My own experience working in rural schools in Ecuador confirmed my understanding of the severely repressive working conditions that lead Latin American teachers to unionize in the first place: a gross lack of school furnishings, books, and equipment; large, multigrade classes; double shifts; disgracefully low salaries and, accordingly, social devaluation of the teaching profession.

Now, added to those obstacles . . . is the constant threat Salvadorean and Guatemalan teachers face of capture, torture, and assassination. As a result of this persecution many teachers have gone into exile and, reportedly, the majority of the country's schools have been closed down.

Financially supporting a regime that cares so little for such a basic human right as the right to educate its illiterate masses says something to me about how little our present Administration values education and how little it is committed to promoting human rights.

The more concerned NEA becomes about the repressive conditions our colleagues face globally—especially when our hard-earned tax dollars contribute to the repression of these colleagues—the more proud I am to flaunt my NEA membership.

Phyllis Palmer
Dover, New Hampshire

School lunch cuts

I noted with interest your [November] cover story on the unfortunate consequences of reduced federal support for the national school lunch program.

Nearly $1 billion has already been cut from the program this year, and the Administration is expected to propose further cuts in the near future. At the same time, however, the federal government is providing business men and women a 100 percent tax deduction for meals and entertainment. This expensive meal subsidy will cost the U.S. Treasury about $3.2 billion in fiscal 1982 alone.

In September I introduced legislation to reduce the deduction for business meals and entertainment by 30 percent and to earmark the savings for the school lunch program. This proposal would have no impact on the federal budget but would completely restore the lunch program to pre-cutback levels.

My proposal was rejected by a 2-1 margin, but I intend to bring this matter before the Senate again in the near future. We must be very clear about our priorities with respect to federally subsidized meals.

Gary Hart
United States Senator (D-Colo.)

Social Security

You accused the Reagan Administration of "a full-scale attack upon the nation's Social Security system" but in the very next sentence admitted that one in seven is on the Social Security dole alone. I run across many of these so-called poor, pitiful souls—like the truck driver who managed to buy and improve over a half section of land but can't manage to buy his children's school lunches.

If I approached my fellow teachers to mount "a massive letter writing campaign" to Congress they would probably string me up when they found out it wasn't for a teacher's pay raise.

If you can't stick to topics relevant to your purpose maybe we teachers should make a few tax cuts of our own and not let NEA tax our salaries and our patience next year.

Sandra Booth
Depew, Oklahoma

Solidarity Day

I wish to thank NEA for joining with over 300,000 other workers on September 19th in solidarity against the Reagan budget cuts. "Solidarity Day" was a monumental success, a day which will find its place in the annals of American labor history.

To the best of my knowledge, this was the first time that NEA joined forces with other wage earners to stand together as one—the working people of America. We're on the right track.

John K. Spitzberg
Germantown, Maryland

I want to commend NEA for continuing to speak out on the human issues facing our nation. I believe we as educators and professionals have the right and the responsibility to make our voices heard.

Kimberly Noë
West Columbia, South Carolina

Creationism: equal time

As a Latin teacher I decry any movement to teach creationism in our schools which rejects Classical Creationism. Our gods demand equal time.

William J. Celestino
Portsmouth, New Hampshire

NEA REPORTER

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Contributing writers: page 3 (left) **Barbara Lawless,** (right) **Sam Pizzigati**; pages 4-5 **Linley Stafford**; page 5 (right) **Barry Abel**; pages 6-7 **David Foerster**; page 8 (top) **Barbara Lawless**; higher education insert **Sheilah Vance**; page 9 (middle) **Nancy Harris,** (bottom) **Lana Oppenheim**; pages 10-11 **Mark Warschauer** and **Braulio Alonso**; page 12 (top) **Bob Gruenberg,** (bottom) **Barbara Lawless**; page 13 (top) **Bernadette Longford** and **Karen Klass Jaffe,** (bottom) **Nancy Harris.**

"Educational support members are extremely important to the Association," NEA Vice-President Bernie Freitag tells ESP conference participants. "Tremendous strides have been made in the past year."

At second national NEA conference

School support workers survey a year of progress

WASHINGTON, D.C.—NEA's nearly 40,000 educational support members have come a long way in one year and are continuing to build on a solid organizing base.

This was the theme that emerged from NEA's Second Annual Educational Support Personnel (ESP) Conference, held October 23-24 at NEA Center. Thirty-six states plus the Overseas Education Association were represented by 100 educational support workers and association staff.

"The fact that support staff have become a force within our state affiliates makes things possible that were not dreamed of a year or two ago," NEA Vice-President Bernie Freitag told the conferees. "I view teaching not in a narrow sense, but as the ability of all adults in schools to interact with children."

Educational support workers must continue to increase their visibility within the association, said Freitag.

A potential 1.5 million school secretaries, bus drivers, teacher aides, security guards, maintenance workers, food service workers, university office and laboratory workers, and others await NEA's organizing efforts.

While a number of state affiliates are considering how best to begin organizing and representing support staff employees, major efforts now are taking place in Alabama, Delaware, Florida, Illinois, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Oklahoma, Oregon, Rhode Island, Vermont, Washington, and West Virginia.

The conference emphasized NEA's commitment to provide full services to educational support employees. Special training for UniServ staff this spring will include the revision of materials on membership promotion, grievance processing, verbal skills, and shop steward training to better reflect ESP concerns.

NEA Research plans to incorporate support workers' salaries into the bargaining support system network, and to maintain information on ESP arbitration awards. Other changes to provide for the special needs of educational support employees are under way in all NEA program areas, including government relations, legal services, communications, and special services, the conferees learned.

During small group discussions, educational support workers stressed their desire to play an active part in NEA. Many felt that teachers look down upon them, while others mentioned that snobbery exists within the school support staff itself. For instance, said one speaker, a school secretary might look down at the custodian, while a bus driver might not accept the cafeteria worker as an equal.

Working on problems that affect everyone, such as school budget cuts, is one way various association members can get to know and respect one another, it was suggested. Unity is important, one group said, noting that while a school district might be temporarily able to run schools during a teacher strike, it would definitely be forced to listen if bus drivers, secretaries, and other support workers walked out at the same time.

School support employees must present themselves as the equal of teachers, suggested another group, which recommended assertiveness training: "We're afraid to ask, and we must ask in order to get."

Jan Nicolay, teacher and president of the Sioux Falls (S. Dak.) Education Association, urged that association vocabulary reflect the expanded membership and that the problems of support staff be publicized. It's important to have fun and keep up social contacts among support staff and teachers, she said, adding, "We need to know we're great, we're fabulous, and let's tell the world!" ☐

Playing an active role at ESP conference was Charles Thomas, school bus mechanic who chairs the West Virginia Education Support Personnel Association and heads NEA's ESP Caucus.

Maria Williams, Title I tutor in Bartow, Fla., listens as Marilyn Broth, teacher assistant in Monsey, New York, shares organizing ideas. Williams chairs the Polk Education Association Paraprofessionals; Broth heads the New York Educators Association's ESP Committee.

A 'no' vote on tuition tax credits

WASHINGTON, D.C.—District of Columbia voters last month delivered the biggest blow yet against tuition tax credits.

Turning out in record numbers on Election Day, D.C. residents by a margin of almost 9 to 1 rejected a local version of the tuition tax credits legislation now before Congress.

"This stunning vote against tax credits for private school tuition is a victory for public schools all across the country," noted NEA President Willard McGuire. "The District of Columbia has sent Congress a powerful message."

The D.C. tax credits initiative started out with minimal local support. The proposal, in fact, only made it onto the ballot through the efforts of an outside organization, the National Taxpayers Union. That group had high hopes of using the D.C. initiative to build momentum—right in Congress' backyard—for national tuition tax credits legislation.

Tax credit proponents carefully worded the initiative to camouflage its impact on D.C. schools. Their well-financed publicity campaign gave the impression that all parents—with children in public and private schools alike—would benefit from the initiative, which would have allowed a tax credit of up to $1,200 per child to *each* taxpayer for educational expenses.

But NEA and D.C.-NEA, the Association's District affiliate, worked as part of grass-roots coalitions to get out the facts: (a) the credit for public school parents would be minimal (locker fees, band fees, and the like); (b) private schools are not eager to enroll the poor, the handicapped, or the learning-disabled; and (c) public schools and other city services such as transportation and sanitation would suffer from the loss of tax revenue.

NEA printed some 200,000 leaflets against the initiative and helped fund a radio campaign on the measure. D.C.-NEA members delivered leaflets all over the city and devoted considerable time to get-out-the-vote efforts.

By Election Day, voters had realized that the proposed tax credits would shift tax dollars from public to private schools and would benefit only those taxpayers wealthy enough to have big D.C. income tax bills.

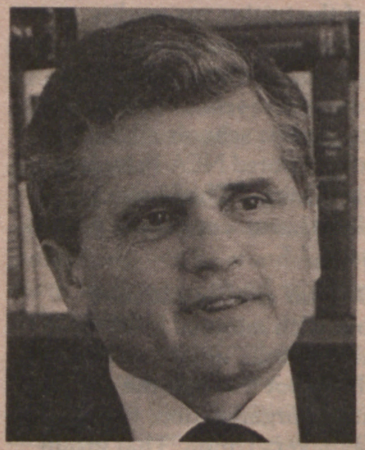
The D.C. vote is the 13th time in the last 15 years that voters around the country have rejected proposals involving public funds for nonpublic schools.

But the tuition tax credits idea is still very much alive before Congress. A Senate bill introduced by Senators Daniel Moynihan (D-NY) and Bob Packwood (R-Ore.) would offer a tax break of $500 by 1983 for every child who attends private school.

By way of comparison, the federal government currently provides less than $160 towards the education of every public school child. ☐

Despite media attacks

SCHOOLS WIN GOOD MARKS FROM THE PUBLIC



Hailing new survey that confirms the American public's positive opinion of the schools, NEA President Willard McGuire predicts the findings "will be surprising to many, since the media's coverage of education has concentrated on public dissatisfaction."

WASHINGTON, D.C.—For NEA members weary of headlines urging "Let Us Now Bury the Public Schools" or asking "Are Public Schools About To Flunk?" the results of a new national public opinion poll should be as welcome as a gentle breeze on a sultry summer afternoon.

The poll, commissioned by ABC News and the *Washington Post*, set out to determine what the public thinks about the country's high schools. What the pollsters discovered was that seven in ten Americans believe that the schools are doing a good job. And almost half (49 percent) believe that President Reagan's policies will hurt education.

The doomsday headline writers who have been declaring public education a wasteland are out of touch, it appears, with the reality of what is actually going on in schools across the nation. As this poll indicates, the public has retained its faith in the schools, despite the media's negative coverage.

The poll found widespread public support for the schools and the job they are doing. More than 70 percent of those polled gave their community's public high schools an overall grade of A, B, or C. In fact, 40 percent graded them A or B.

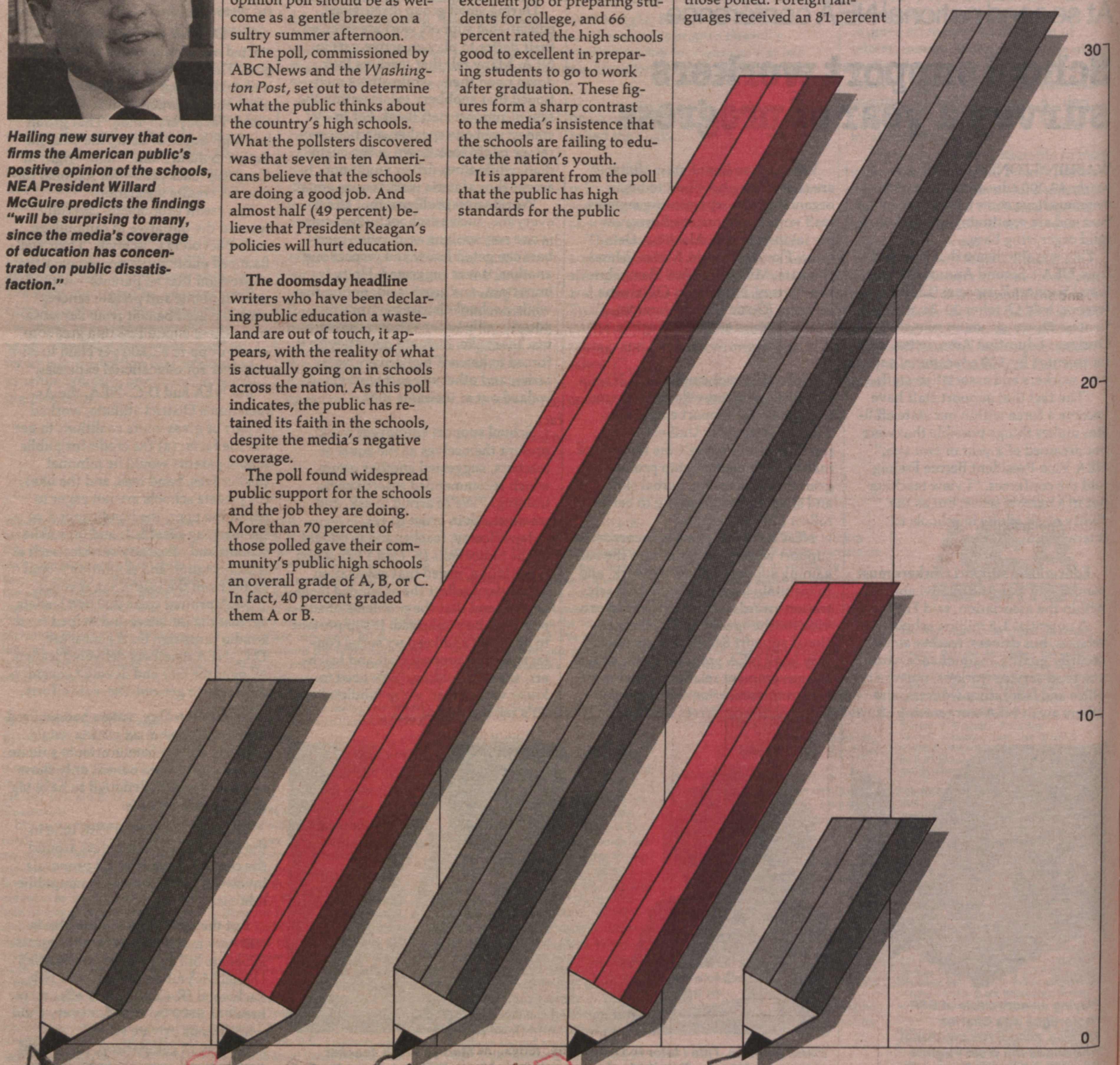
When asked how important schools are to a person's future success, 85 percent answered "extremely important." A solid 76 percent of those polled believe that high schools are doing a good to excellent job of preparing students for college, and 66 percent rated the high schools good to excellent in preparing students to go to work after graduation. These figures form a sharp contrast to the media's insistence that the schools are failing to educate the nation's youth.

It is apparent from the poll that the public has high standards for the public schools. Half of those polled feel high schools give too little attention to English and mathematics, and 59 percent would like to see more work demanded of students.

Despite the media hype about "back to basics," however, the public is not content with just the traditional "three R's." Asked to judge whether each of a list of subjects being taught in high schools was worthwhile or an unnecessary frill, the public was overwhelmingly in support of including each subject in the curriculum.

The teaching of music was supported by 82 percent of those polled. Foreign languages received an 81 percent approval rate, art 76 percent, physical education 92 percent, health and hygiene 94 percent, computer knowledge and training 89 percent, and vocational or career-oriented skills 92 percent.

The poll also reveals strong public backing for some other school programs and functions that have drawn fire from various groups. More than 70 percent believe schools should teach sex education. The placing of handicapped students in regular classes receives a 62 percent approval rate; 68 percent favor racial integration of



schools; 58 percent approve of bilingual education; and an overwhelming 95 percent want vocational training in the schools.

As surprising as it may be to the politicians who recently gutted the federally funded school breakfast and lunch programs, 69 percent of the citizens polled said they approved of those programs. Psychological counseling in the schools also received overwhelming support (83 percent), as did driver education (83 percent).

Those surveyed expressed greater confidence in the public schools than in Congress, newspapers, television, organized labor, or big business. But the poll indicates that the public shares many educators' apprehensions about the future of public education.

By a two-to-one margin among those with an opinion, the people believe that President Ronald Reagan's education policies will hurt the schools. Six of ten feel that recent budget cuts have impaired the quality of education being offered in their local high school.

One of President Reagan's campaign promises—one widely hailed by newspaper columnists and editorial writers—was to eliminate the Department of Education. It should come as something of a surprise to both the Administration and the media that better than two-thirds (67 percent) of the public is against the President's decision to relegate education to a less-than-cabinet-level position.

A rousing 60 percent of those polled also voiced opposition to the Administration-backed move to establish tax credits for those parents who pay private school tuition.

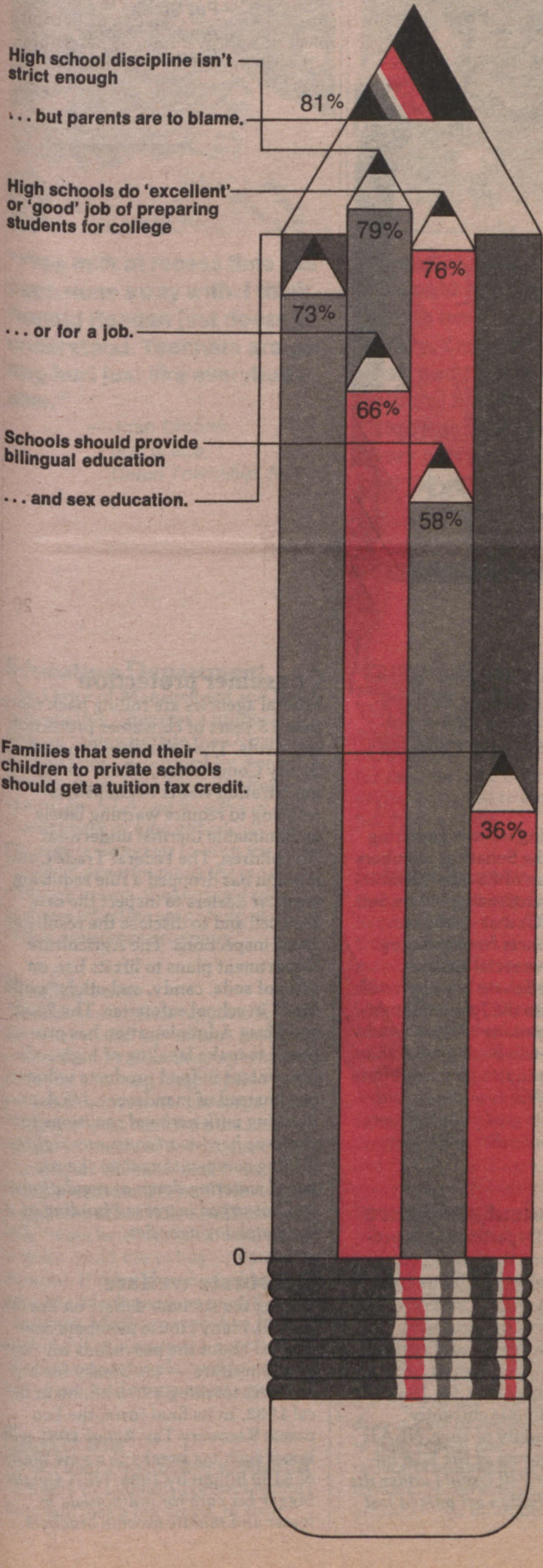
One point on which media critics, NEA members, and the public agree is that discipline is a major problem in today's high schools. However, when asked who was to blame for the fact that school discipline is too loose, a startling 81 percent blamed *parents* for not allowing high school officials to be stricter.

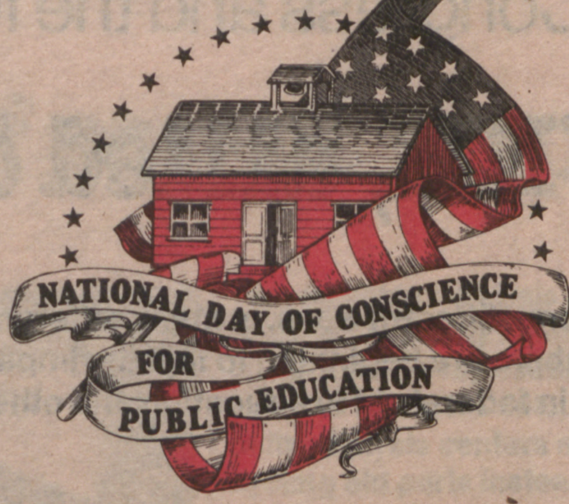
"The results of the ABC-*Post* survey will be surprising to many, since media coverage of education has concentrated on public dissatisfaction," NEA President Willard McGuire commented. "Our own surveys have generally found more positive public support.

"It is particularly satisfying that this new poll was done by two organizations within the media itself—organizations not connected with NEA or with teachers in any way," McGuire added.

The poll was conducted for ABC and the Washington *Post* by Chilton Research Services of Radnor, Pennsylvania. A total of 1,501 adults were interviewed by telephone between September 14 and 20.

Latest available census figures on age, sex, education, and race were used to adjust the sample slightly so that it matched the overall U.S. population in these characteristics. Theoretical margin of error for a national sample of this size is about 2.5 percent in either direction 95 percent of the time. ☐





DAY OF CONSCIENCE set for January 17

WASHINGTON, D.C.—Sunday, January 17, 1982, has been designated a National Day of Conscience for Public Education.

The Day, called for by delegates to the 1981 NEA Representative Assembly, will be used to focus national attention on public education—its importance and its needs.

NEA will be issuing news releases, scheduling TV appearances by Association officers, and generating articles in key national periodicals. Most Day of Conscience activities, however, will be undertaken by NEA affiliates throughout the nation.

Materials are being developed and distributed to state Associations to help them launch their own publicity efforts in a nationally coordinated way. The Day of Conscience logo that appears above is being distributed to state Associations as a color slide for use by TV stations covering the Day's activities.

Local Associations are being invited to take part in a national student poster contest; full details have been sent to local officers and staff. The winning student and his or her teacher will be flown to Washington for a tour of the Capitol and meetings with key members of Congress and other national personalities.

Many affiliates are planning other events to take advantage of the national publicity by spotlighting state and local educational issues. Some will hold public hearings; others are incorporating Day of Conscience events into their lobbying efforts as state legislatures convene; still others are launching community relations, image-building, and curriculum improvement efforts to coincide with the January 17 observance.

"The National Day of Conscience offers us a great opportunity," says NEA President Willard McGuire. "We have a critical message to get across to the American people: public education *is* the basis of our country's freedom and justice. It's in trouble today and needs public support.

"We need funding . . . we need public backing in our efforts to help students achieve self-discipline . . . we need allies in the battle to preserve academic freedom . . . we need the means to deliver whatever our students and schools require—from supplies to adequate safety and maintenance.

"All of us who work in any aspect of education, including teaching, educational support, and administration, know that today's needs are critical. We hope this Day of Conscience will be one more avenue to help us communicate that message to the American public." ☐

In Congress and the federal agencies

NEA, allied organizations face uphil

In many different ways, in many different places, NEA members are beginning to feel the impact of the recent cuts in federal aid to education and other programs.

S 19
Kids Win with TITLE I
Reading
Math
Kids Lose-
We All Lose-
With Funds
CUT

> **"There used to be two Title I reading teachers in many of our buildings. Now we're down to one, and there's no service at all for the sixth graders."**
>
> —Pat Smith
> *reading teacher, Frederick County, Md.*

WASHINGTON, D.C.—As one by one the carefully put together social programs of the past 50 years come under attack from the Executive Branch, the Congress, or both, the broad scope of the government policy reversals being sought by the Reagan Administration and its supporters on Capitol Hill becomes unmistakable.

As grim as the present situation seems, however, public education so far has actually fared better than many other social programs—thanks in large part to the lobbying effectiveness of the NEA and its congressional contact teams, and to the fact that the 97th Congress still includes many friends of education, in both parties, who have not fully bought the Reagan agenda.

NEA and its state and local affiliates will be launching all-out political action efforts in the months ahead to reelect public education supporters in the crucial 1982 House and Senate contests, and to add to their numbers if possible.

What follows is a look at the current status of federal programs that most directly affect NEA members.

Affirmative action

The Department of Labor is promoting a rule change that would exempt 81 percent of higher education institutions receiving federal funds from having to file written affirmative action plans. *In comments filed recently, NEA told the Labor Department that awarding contracts without first assuring that the money is going to a nondiscriminatory employer negates longstanding policies that federal dollars should not promote or assist in discrimination.*

Balanced budget

Some 85 members of the House of Representatives have cosigned a proposed constitutional amendment to require a balanced federal budget each year unless waived by a three-fifths vote in each congressional chamber. *NEA supports pursuit of a balanced budget but insists that stimulating productivity is preferable to "quick fix" methods such as amending the Constitution.*

Block grants

The fiscal 1982 budget reconciliation act lumped 24 formerly separate federal education programs into block grants with a total authorization of $554 million. The House of Representatives has voted only $521 million to fund this block grant program in the current year, and the Senate bill provides only $350 million. *NEA opposition to the block grant scheme has been based in part on the likelihood that the consolidation of programs would lead to fewer and fewer dollars.*

Busing

The school busing issue is gathering momentum in the Senate as members of the Separation of Powers Committee consider an antibusing bill by Sen. John East (R-NC) that would bar lower federal courts from ordering busing to achieve racial balance. Meanwhile, the Senate has approved an amendment to the Justice Department's appropriations bill that would prohibit round-trip busing more than 10 miles or 30 minutes past neighborhood schools. *NEA is working with major civil rights groups in lobbying against these and other antibusing bills.*

College student assistance

The Education Department has proposed regulations that would cut more than 700,000 college students from the list of those eligible to receive Pell (basic educational opportunity) grants. The new regs would require an income no higher than $15,680 a year for a family of four for 1982 and 1983. Income limit is currently $28,418 for a family of four. *NEA is seeking full funding of the $2.6 billion allowed for Pell Grants under the budget reconciliation act passed last summer.*

Consumer protection

Federal agencies are rolling back more than 15 years of consumer protection standards. The Consumer Product Safety Commission, which the Administration wants to abolish, is refusing to require warning labels on flammable thermal underwear for children. The Federal Trade Commission has dropped a rule requiring used car dealers to inspect the cars they sell and to disclose the results of those inspections. The Agriculture Department plans to lift its ban on sales of soda, candy, and other "junk food" in school cafeterias. The Food and Drug Administration has proposed to make labeling of high sodium content in food products voluntary instead of mandatory. *NEA, working with national coalitions to preserve hard-won consumer rights, is filing comments against the proposed watering down of regulations and has urged increased funding of the watchdog agencies.*

Corporate welfare

During the summer debate on the tax cut bill, many House members complained about the provisions for "corporate welfare"—tax breaks for big business totalling $9.75 billion in fiscal 1982. In its final form, the Economic Recovery Tax Act of 1981 will boost such tax breaks to a new high of $150 billion by 1986. *NEA sought bigger tax cuts for individuals in lower and middle income brackets.*

battle to preserve gains of recent years

"Free milk at recess time has been done away with. I think Ronald Reagan just doesn't understand. Teachers are getting hurt just like everybody else."

—Joan Cioban
first grade,
Union Township, N.J.

"I used to have a full-time aide paid out of federal funds to help me in the school library. The aide's gone this year, and I still have to try to help the same large number of kids as before. I'm affected every day by the Reagan budget cuts."

—Wilhelen Wright
librarian,
Shelby County, Tenn.

"I'm on kidney dialysis and depend on quality medical equipment for my health. Now with the Medicaid cuts, some of the dialysis centers are recycling old parts instead of using new ones. This saves money, but it also creates dangers."

—George Harper
guidance counselor,
Floyd County, Ga.

Education Department

The Office of Management and Budget is sending Congress a proposal to abolish or downgrade the Department of Education, as pledged by Ronald Reagan during the 1980 Presidential campaign. *NEA and its allies in the Department of Education Coalition are urging Congress to keep the cabinet-level department as the most effective means of assuring a coherent and cost-effective set of federal education assistance programs.*

Health care

The Administration supports legislation that would try to force health care costs down by discouraging employees from selecting "high option" comprehensive insurance coverage. Any employer-paid health insurance premiums in excess of a small monthly amount would be treated as taxable income to the employee. The Administration-backed bills would also provide "vouchers" for Medicare, which retirees could use to buy private insurance. If more than half of Medicare-eligible Americans used the vouchers, Medicare would be repealed. *NEA is opposing such legislation because it would tend to reduce members' health insurance coverage.*

Impact aid

School districts enrolling substantial numbers of federally connected children will lose a big chunk of their impact aid this year. Last year this program was funded at $790 million. This year's congressional budget reconciliation process set a ceiling of $475 million on impact aid; actual funding could be even lower. *NEA is urging Congress to appropriate the full $475 million.*

School finance

Congress is nearing final action on the fiscal 1982 education funding bill as this issue goes to press. At stake is more than $14 billion for public school programs. According to press leaks from the Office of Management and Budget, the Administration may request only $11 billion in federal support for education next year. *NEA is lobbying to maintain federal aid for school programs that cannot survive without it. Recently enacted state and local tax and spending limits make adequate federal funding imperative.*

School lunch

Price hikes resulting from this summer's cut in federal subsidies have already forced upwards of 3 million children to drop out of the national school lunch program. Meanwhile, the Agriculture Department has withdrawn a set of regulations proposing to help school districts cope with the reduced funding by lowering the nutritional requirements for school lunches—the infamous "ketchup and pickle relish" rules that outraged the country this fall. In a recent speech, however, USDA Secretary John Block said, "Both President Reagan and I felt [the proposed regs] were in tune with the Administration's philosophy. Unfortunately they were misunderstood and misinterpreted." Block said "the intent and thrust will not be changed" when the rules are reissued. *NEA, which filed written comments opposing the first set of rules, will analyze the revised regs as soon as they are published.*

Social Security

The Senate has agreed with the House of Representatives that the Social Security minimum benefit should be restored—but with an "offset" for teachers and other public employees, to the extent that their monthly state pensions exceed $300. The Senate bill also imposes a new family cap on Social Security benefits, similar to one already in effect for the federal disability insurance program. *NEA is working to have these two provisions struck out in House-Senate conference.*

Title IX

Senator Orrin Hatch (R-Utah) has introduced a bill to remove school employees from coverage under Title IX and to limit its student coverage to school programs that receive federal money directly. *The NEA Women's Caucus is working with "Title IX Watch," a coalition closely monitoring this move to gut the nine-year-old federal law prohibiting sex discrimination in education.*

Tuition tax credits

The Reagan Administration plans to support federal income tax credits for private school tuition—even if the resulting revenue loss requires a $2 billion reduction in federal funding of education programs, according to an Office of Management and Budget witness at a recent Senate hearing. The Administration is expected to offer its own tuition tax credit bill within the next few months. *NEA testified in opposition to the Senate bill and has been canvassing Capitol Hill with the National Coalition for Public Education. NEA and its local affiliate in Washington, D.C., also helped soundly defeat a D.C. tuition tax credit proposal that was seen as a national test case for the idea's appeal to the voting public (story on page 3).*

Voting Rights Act

The House of Representatives overwhelmingly passed a renewal of the Voting Rights Act in early October, beating back amendments that would have weakened this most effective of all civil rights laws. Although the Senate does not expect to consider the measure until January, *NEA is asking the Senate to speed up its schedule and to adopt the House provisions.*

KENTUCKY: Coalition defeats creationism mandate

LEXINGTON—The Fayette County Education Association (FCEA) was part of a community-wide coalition here that recently mobilized to prevent the school board from mandating the teaching of "scientific creationism" in the public schools.

Working together through the Committee for Effective Action in Science Education (CEASE) were K-12 teachers, parents, faculty and students from the University of Kentucky and Eastern Kentucky University, and over 70 local ministers. Often at odds in the past, FCEA and school administrators for once found themselves on the same side of an issue.

A group called "Citizens for Balanced Teaching of Origins" wanted the school board to require teachers to present the viewpoint that the earth is only 6,000 years old and that animals and human beings were created exactly as they exist today.

The state school superintendent has declared that school boards may use public funds to purchase textbooks and other teaching materials that support creationist theories. An attempt to make the teaching of those theories mandatory failed in the Kentucky legislature last year, but the measure is expected to be reintroduced in 1982.

The creationism question became a local issue here last fall when two creationists were elected to the school board. By this October, the five-member board was split two-to-two over whether to require equal time for Biblical theories of creation in the schools, with one undecided vote.

Some 700 citizens turned out for the board meeting at which the decision was to be made and listened intently to three hours of brief statements from both sides. Finally FCEA and its allies won the day, when their arguments based on the separation of church and state persuaded the undecided board member to vote "no" on incorporating creationism into the curriculum.

Since the Lexington area, with a population of 200,000, sets the pace for eastern and central Kentucky, FCEA President Dexter Meyer and others hope the victory here means the battle against required teaching of creationism has been won for a while. ☐

As a long line of citizens wait to speak, Fayette County (Ky.) Education Association President Dexter Meyer urges school board to defeat an attempt to incorporate the teaching of "scientific creationism" into the curriculum of the public school system.

OVERSEAS: Military dependents' schools are poorly managed, OEA tells Congress

WASHINGTON, D.C.—Testifying before a congressional "oversight" hearing this fall on the Department of Defense Dependents' Schools abroad, Overseas Education Association President Jack Rollins outlined teacher concerns about the way the DODDS system is presently managed.

"Teachers in DODDS are perceived to have an enviable opportunity to see the world while teaching overseas," Rollins told House subcommittees on education and civil service. "The reality of teaching in DODDS is quite different. The contrast between the image and the reality is quite stark."

Teaching in a DODDS school means ever-increasing class sizes, dilapidated school buildings, inadequate salaries and housing, late paychecks, poor access to medical care, and incredibly inefficient and unfair recruitment and transfer policies, Rollins testified.

He pointed to the "poor record" of DODDS in the areas of collective bargaining and grievance processing, charging that DODDS management is "intent on thwarting the bargaining process at every level."

Rollins concluded by urging that the long-delayed transfer of the overseas dependents schools from the Defense Department to the Education Department take place as now scheduled on May 4, 1983.

"DODDS teachers seek a managerial system educationally oriented and sympathetic to teacher and student welfare," he said. "It may seem unusual for me to be advocating the transfer of the schools from the Department of Defense to the Department of Education when many are saying, 'Stay with Defense—they have all the money this year.' But there is no evidence either through past practice or present commitment that DODDS will truly prioritize the educational programs provided to the children of service people overseas.

"The OEA waits for the day when teaching overseas comes close to its stateside image. Improvement in the management of the overseas schools can only mean that the students in those schools will be receiving the education they deserve." ☐

Testifying before subcommittees of the House of Representatives, Overseas Education Association President Jack Rollins presents the teacher viewpoint on problems in the Defense Department's system of schools for American military dependents abroad.

HIGHER EDUCATION

in the National Education Association

Published by the NEA, 1201 Sixteenth Street, N.W.,
Washington, DC 20036. Edited by Sheilah Vance.

What's inside

State budget cuts hit campuses . . . The college of the '80's? . . . Bargaining primer: Fact-finding

K-G solidarity in Oregon

Higher ed member heads a state association

EUGENE, OREGON—It's rare when a higher education member is elected president of one of NEA's state affiliates. It's even more rare when he is elected twice.

Ted Romoser, a language arts professor at Lane Community College here, was elected president of the Oregon Education Association in 1978 and again in 1981.

First graders at Tualatin Elementary School are years behind his regular students at Lane Community College, but as Oregon Education Association president, Ted Romoser leads Association efforts to help teachers and students at all levels.

"The active participation of higher education members contributes to the strength of the whole Association," says Romoser. "When all teachers are together we can do a better job of informing legislatures and the public about the value of *all* levels of education."

In Oregon, higher education and K-12 teachers work well together. Romoser says that's partly due to the fact that "the Association overall has very clear goals and a very clear idea of its own identity."

"The members recognize that it's important that we represent as many teachers as we can," Romoser says. "Teachers in K-12 and in higher education have many of the same bargaining and legislative needs."

The OEA has also recognized that we "can't have a large group of teachers underrepresented," he adds. "The members recognize that we want to build an organization that can do the things we need."

"We have found almost no conflicts between the two groups," Romoser concludes. "It goes to the basic fact that the organization has a clear direction and sense of its own identity."

Romoser hopes that his election will aid higher education organizing because the Association has much to offer higher education.

"The Association is strong in collective bargaining and strong in political activity. I got active because the Association provided the help that just couldn't come from anywhere else.

"I looked and there just wasn't any other organization that could get into these arenas effectively.

"Issue by issue, service by service, this is the one Association that could do what had to be done for our faculty.

"The OEA and NEA have a terrific legal defense fund and a reputation as a solid, effective and clean organization," he says. ☐

At the University of Hawaii

Profs take over university PR

HONOLULU—Faculty at the University of Hawaii realized that the administration wasn't doing enough to promote the quality education that the university offers. So they took matters into their own hands.

The University of Hawaii Professional Assembly (UHPA) started a public information campaign in October to make the community aware of what the faculty, and consequently the university, contribute to the state.

UHPA, an affiliate of the NEA and the American Association of University Professors, is the bargaining agent for 2,700 faculty on the 10 campuses of the two- and four-year University of Hawaii system.

"Our goals are to present the faculty and the institution to the public in a positive light," says UHPA president Robert Fox, a physics professor at Hilo College. "We want to show the public how unions can be constructive in a number of ways."

UHPA President Robert Fox

He explains, "We want to show that unions can do more than go on strike. They can work behind the scenes to promote the quality of education.

"The average faculty member sees UHPA existing to negotiate and enforce a contract. They don't usually think of us as a partner in presenting the institution."

UHPA has produced 60-second public service announcements that will run during a popular radio program for three months. Faculty talk about their work in education, research, and community service.

Some spots feature a drama professor who is a popular actor, a linguistics professor, and a psychology professor whose students do psychiatric social work in the community. ☐

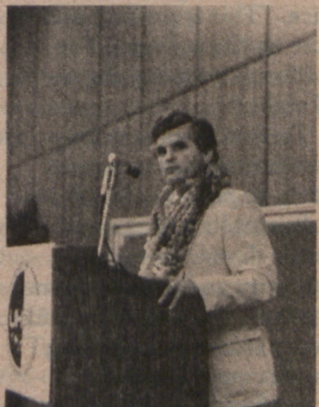
Faculty forum 'a great success'

HONOLULU—About 100 members of the University of Hawaii Professional Assembly met in October to discuss a variety of bargaining and educational issues.

Faculty representatives meet about four times a year to ensure maximum communication among members in a diverse, statewide bargaining unit that includes community college, university, and law school professors.

"We have set up a structure that allows us to say to management that we speak for a broad group," says UHPA President Robert Fox.

"The faculty forum lends a respectability, credibility, and viability to what we do when we sit down at the table." ☐



NEA President Willard McGuire opens the UHPA faculty forum, challenging all educators to become involved in political action.

State budget cuts hit campuses

MICHIGAN

EAST LANSING—"The whole economy is in need of some kind of miracle," says Arthur Rice, higher education coordinator for the Michigan Education Association.

Most people are familiar with the economic reality in Michigan. Slumping car sales cause plants to close, which causes workers to be laid off and leave the state to find work or stay and collect unemployment.

The state's budget is being pushed to the limit, and mid-fiscal-year budget cuts have become routine.

"When the state establishes a budget, that doesn't mean anything," says Rice.

On September 30, the last day of the 1980 fiscal year, the governor was faced with a $135 million state deficit that had to be erased because the state constitution requires a balanced budget.

The governor ordered cuts in state agency budgets. The state's 29 community colleges and 15 four-year institutions suddenly faced a 3 percent cut. The four-year colleges lost $17.8 million, and the 2-year institutions lost $3.7 million.

In mid-October there was another round of cuts for the 1981-82 fiscal year. The two-year college budget was cut 2.5 percent, or $2.5 million. The four-year college budget was cut 3 percent, or about $20 million.

"This year the state will pay less per institution than in 1980-81," says Rice. "This is putting pressure on the colleges. The tuition rates are going out of sight."

Tuition at most state institutions has increased 25 to 40 percent. As a result, enrollment at campuses that draw many minority and lower-income students has declined. And many students are taking fewer courses.

Staff reductions have occurred statewide. The most serious case is at Wayne State University, where 74 staff already have been laid off.

In this tight economy, many of the community colleges have not settled contracts. "The administrations bemoan the fact that the unions are still in there bargaining tough. But most of them accept this as a fact of life, that inflation is a reality for their employees, too," says Rice.

Most college presidents agree that program duplication should be eliminated. "There is little voluntary cooperation in cutting programs," Rice says. "But they don't like the idea of a state coordinator deciding which programs will stay."

The depressed economy is making educators realize that they need to be organized. The Michigan State University Faculty Associates, an NEA and MEA affiliate, is preparing for a representation election this spring. ☐

MINNESOTA

MINNEAPOLIS—"Our state is different from those where they're having budget problems because of a poor economy. We've got a reasonably diversified, healthy economy," says Charles Sugnet, an activist in the University of Minnesota Education Association (UMEA).

"The state government has created the problem itself by making the wrong political decisions. The governor is talking about giving tax breaks to business in spite of a one-half billion dollar deficit," says Sugnet, an associate professor of English literature.

Minnesota's constitution requires a balanced budget, and the state faces a $500 to $600 million deficit. In October, the governor said the budgets of all state agencies must be cut. He asked the University of Minnesota Board of Regents to develop proposals on how to cut 8 to 12 percent, or $37 to $50 million.

The Regents, in an emergency meeting in October, said they couldn't save this much money without taking drastic steps. They discussed closing the university for one quarter, closing the Duluth campus, or cutting "sacred cow" areas like mining research, business, and law school enrollment.

The Regents said they could cut $10 million and discussed a 20 percent tuition increase.

The President talked about declaring financial exigency and laying off tenured faculty, or having faculty go two years without a raise.

The UMEA is working to be elected as the bargaining agent for the 2,000 faculty on campus so that there will be real protection against unilateral administrative actions and reactions to a shrinking budget. Ballots were mailed in November.

In spite of the cuts in state spending, the governor reaffirms commitment to giving businesses more tax breaks so they won't relocate to the Sunbelt. His proposal to change the depreciation schedule would create a $104 million windfall.

Sugnet thinks that's outrageous. "The pump doesn't need any more priming. Reagan's giving business enough breaks." ☐

CALIFORNIA

SACRAMENTO—The "gold" in the Golden State is being devalued by the reality of Proposition 13-induced tax cuts, the national economic recession, and uncontrollable increases in state expenditures in such areas as controlling the Mediterranean fruit fly.

In October, California Governor Jerry Brown faced an unexpected $600 million revenue loss. He ordered a 2 percent cut from the 1981-82 budgets of most state agencies—including the 19-campus California State University and College (CSUC) system.

The CSUC lost $20 million. The chancellor's office responded by ordering an expenditure freeze on personnel transactions, purchases, and contracts until November 18, *or* until a reduction plan is implemented.

The NEA-affiliated Congress of Faculty Associations (CFA) consistently has opposed Brown's attacks on the CSUC budget and on faculty salaries.

Norman Dessel (left), president of the San Diego State University chapter of the NEA-affiliated Congress of Faculty Associations, and active CFA member Gerald Hammer talk about how Governor Brown's latest budget cut is hitting the California State University system's largest campus.

CEA is preparing for a representation election this month so that faculty and staff can exercise the self-determination that is needed under the threat of budget cuts.

CFA is also affiliated with the California Teachers Association, the California State Employees Association, and the American Association of University Professors.

Norman Dessel, president of the San Diego State University chapter of CFA, explains the impact of the chancellor's expenditure freeze at San Diego, the largest campus in the system.

"This freeze directly affects part-time temporary faculty on our campus," says Dessel. "No faculty member will be hired for a part-time position for the next semester until the freeze is lifted. It could mean that many currently employed part-time faculty won't be rehired.

"Full-time faculty may be teaching larger classes if part-time faculty cannot be hired to teach the high enrollment classes. The larger the class, the less opportunity for a student to have individualized attention from the faculty member," he says. "Students may end up being shut out of classes because of budget-induced enrollment limitations.

"Every time there is an exigency order, the president at this campus uses it as a license to exercise his so-called executive prerogatives," says Dessel.

In 1979, the president severely cut positions in several departments that didn't fit his concept of what the university should be.

The CSUC board of trustees is exploring staff layoffs to cope with the $20 million loss. But CFA President Bill Crist cautioned the trustees at their October meeting.

"A few months from now, the trustees would have to discuss the impact of these proposals with the bargaining agent. Many of these concerns fall within the scope of bargaining," Crist points out.

Other options that the trustees gave the chancellor for coping with the cut include limiting student enrollments, increasing student fees by $50, closing the system for a few days at a time, reducing or eliminating programs, cancelling activities, and deferring purchases, replacements, or repairs. ☐

California's Coastline Community College

No campus, no full-time staff: the community college of the '80's?

COSTA MESA—"The College of the 80's."

That's what the chancellor of the Coast Community College district called Coastline Community College when it opened its doors in 1978.

Whether his predictions come true remains to be seen, but one thing is certain. Communities suffering fiscal crunches will look for ways to provide and maintain higher education at low cost.

Coastline was created because of booming enrollments at two other colleges in the district—Golden West and Orange Coast. The "college without walls" had existed as the evening program on those two campuses. But the district decided to establish a new, multilayered administrative structure and a new college.

Chancellor Norman Watson said he could start Coastline with a "bargain basement" budget of $3.5 million because it had no campus, land, or facilities of its own. But the college cost $6 million to operate during its first year.

It leases space for an administration building and for classrooms. Its staff consists of 850 part-time faculty.

The college of the future directs its classes at the student of the future—age 35 or older, working full-time, and interested in changing careers or developing job skills.

Coastline takes its classes to the students. Classes are held in the local public schools, savings and loans, golf clubs, churches, a maintenance yard, bowling lanes, and a state hospital.

Faculty at nearby Golden West and Orange Coast colleges strongly objected to the creation of the new college. They felt that there couldn't be quality education at a college staffed only by part-time faculty because there would only be part-time commitment.

They were even more concerned that faculty had no input into the planning and organization of the college. Faculty had no voice in the curriculum committee and still have little influence upon governance.

There are no departments or division chairpersons to oversee course content and quality. Instead, there are four geographical area directors who oversee the academic areas and decide which courses will be taught.

"The problem is that the administration assumes that one person is skilled in all disciplines and is qualified to make curriculum decisions and hire faculty in music, math, history, auto repair, science, Spanish, etc.," says Christine Maitland, president of the faculty association—the Coast CTA/NEA—and chief negotiator for the bargaining team.

"With no division chairs and no departments, there's no one to oversee course content and curriculum," she says.

The college keeps its costs down by using part-time faculty. They are paid less than full-timers and receive no benefits. Faculty are purposely limited to teaching only 40 percent of a full-time load so that no benefits or tenure are earned.

Coastline increases its state funding by using part-timers because the state funding formula is based on average daily attendance (ADA).

"The districts receive the same ADA regardless of whether a full- or part-time teacher teaches. When they hire part-time faculty and pay them less, the savings are substantial," says Maitland. "The money saved is being used to pay some of the highest administrative salaries in the state and to build an $8 million administration building."

"The administration tries to use the argument that most of the part-time faculty have jobs outside as a reason for not paying more salary or benefits," says Marianne Armstrong. "That's just not true."

Coastline also gets full state funding for students who are enrolled in television courses, even though the students "attend" class by watching the instructor on television in their homes.

Many Coastline faculty were tired of being used and treated like second-class citizens. In 1979 Coast CTA/NEA—the district's NEA and California Teachers Association affiliate—won the right to bargain collectively for the 2,000 part-time faculty in the Coast Community College district.

The two other campuses in the district, Golden West and Orange Coast, are staffed by half part-time, half full-time faculty.

Marianne Armstrong was on the first negotiating team. She teaches six hours of German language and literature at Coastline, nine hours at nearby Saddleback College, and has taught part-time at California State University in Long Beach.

Armstrong has been teaching part-time since 1968, but she would like a full-time position.

"Most of the part-time faculty in the humanities want to teach full-time. At least 30 percent of the entire faculty want full-time positions. It's because of the job market in humanities that we teach part-time," she says.

"The administration tries to use the argument that most of the part-time faculty have jobs outside as a reason for not paying more salary or benefits. That's just not true," adds Armstrong.

Through bargaining, Coastline faculty have addressed some of the problems they face and plan to address even more.

In their first contract, faculty won a 12 percent pay package increase for 1981-82 and a total of 40 percent over the next three years. The AFT, which negotiates for the 600 full-time faculty in the district, settled for only a 7 percent increase for 1981-82.

Coastline faculty also won holiday pay, an eight-step salary schedule, long-fought-for grievance and evaluation procedures, and association rights.

"Part-timers may have three units of teaching and still have three hours of preparation time. You are expected to prepare for class. So, it's a contrived justification when the administration says they pay you less because you don't have to prepare for class like a full-time teacher," Armstrong says.

Armstrong is very concerned about the method of payment for part-time faculty. They get a flat rate of $140 per day that doesn't consider their training.

Armstrong has a Ph.D. If placed on the full-time schedule at a pro-rata salary, she'd earn much more. At Saddleback, where the faculty association is an NEA/CTA affiliate, she'd get a $1,000 bonus just for having the doctorate.

"We should be fighting for parity so there's no administrative advantage in hiring part-timers in terms of power or money," says Maitland.

If there was no administrative advantage in hiring part-timers, colleges like Coastline probably wouldn't exist. And the numbers of part-time faculty being hired would surely decrease.

Both NEA and CTA have taken strong positions advocating equal rights and salary parity for part-time faculty.

CTA went to court in 1976-78 to get tenure, pro-rata pay, benefits, and due process rights for more than 28,000 part-timers in California's community colleges.

The NEA Representative Assembly has adopted an official resolution opposing administrative misuse of part-time faculty. ☐

COASTLINE
COMMUNITY C

Christine Maitland (left), president of the Coast CTA/NEA faculty association, and member Sandra Porter meet before classes outside Coastline Community College's only building—the administration building.

THE BARGAINING PRIMER

A better contract after fact-finding

This is the second in a series of columns explaining basic bargaining and organizing terms. Ted Hamilton, chief negotiator for the Yosemite Faculty Association (YFA) in Sacramento, explains that local's experience with fact-finding.

Ted Hamilton, chief negotiator for California's Yosemite Faculty Association.

Fact-finding involves the use of an impartial third party who identifies the major issues that have stalled negotiations, reviews each side's position, and resolves the factual differences by making recommendations for settlement of the impasse.

The YFA has been bargaining since 1976, but had its first experience at fact-finding in 1981.

"Fact-finding allowed the information to be presented in a straightforward manner. It was very successful because it allowed us to get out of the political arena," says Ted Hamilton, chief negotiator for the YFA.

"The key is to get the administration to fact-finding early and get over impasse, which can stretch out for a long-time," says Hamilton.

Fact-finding allowed the Association to present evidence to support its position. "You can save yourself by having good witnesses. We had representatives from Blue Cross and people from other community college districts testify on our benefits package," says Hamilton. "This showed that we weren't asking for anything unreasonable."

Hamilton thinks that fact-finding also stops the administration from making an argument based on finances. "The districts won't argue inability to pay in fact-finding. They would have to open up their books and they don't want to do that. It can be a gross embarrassment.

"If you feel that the district can pay what you're asking, you have got nothing to lose by going to fact-finding. All the district could say in our case was that they didn't *want* to pay," Hamilton reports.

"We also had a good judge, which made every difference in the world. We weren't locked in to a rigidly formal presentation," he adds.

Once the fact-finder made the report, the Association was even more sure that they had taken the right position.

"The fact-finding report came out better than the Association's last offer on every item," he says.

Hamilton adds, "The fact-finder's report vindicated the chief negotiator and the executive leadership to the rest of the faculty. The negotiator came out as the moderate, reasonable peacemaker."

After the report was issued, Hamilton said the administration approached the Association about finding a "creative" solution to the negotiations.

"A real advantage to fact-finding is convincing the district that you're tough and will go all the way. It shows that you're convinced that what you ask is reasonable."

Over 90 percent of the bargaining unit voted to accept the two-year contract, which includes an eight percent salary increase retroactive to mid-year, and eight percent for the 1981-82 academic year.

The contract also provides increased health care insurance for retirees, an important issue at the bargaining table. And, the agency fee provision was restored, following the fact-finder's recommendation. ☐

NEA opposes federal regs to weaken affirmative action

WASHINGTON, D.C.—NEA has asked the Department of Labor to kill proposed regulations to weaken the affirmative action requirements of higher education institutions that receive federal contracts because "higher education employees will suffer."

"The statistics on the employment of women and minorities in higher education institutions indicate that we do not have the option of relenting in our battle to make our educational institutions the models of equal opportunity that they can be, and should be," said NEA Government Relations Director Linda Tarr-Whelan in a letter to the Labor Department.

The regulations affect implementation of Executive Order 11246, which prohibits recipients of federal contracts from discriminating against minorities and women, and demands affirmative action plans to remove the effects of prior discrimination.

Under the proposed rules, 81 percent of higher education institutions receiving federal contracts would no longer have to file written affirmative action plans.

The new rules would require a college to file an affirmative action plan only if it received a government contract of $1 million or more. A college could receive millions in federal contracts but be exempt if no single contract totaled $1 million.

Tarr-Whelan commented that the rules remove critically needed protections under the guise of greater efficiency and regulatory relief.

NEA also objects to the new proposal to eliminate pre-award reviews. "To award contract money without first assuring that the money is going to a nondiscriminatory employer is to negate a basic purpose of the Executive Order that federal money should not promote or assist in discrimination," said Tarr-Whelan. ☐

Teacher education is an issue in North Dakota

MINOT—North Dakota Higher Education Association President Don Vick (right) of Dickinson State College discusses teacher education programs with (left to right) Doran Christensen, associate director of the National Council for Accreditation of Teacher Education; Sherry Duncan, president of Student NEA; and Vicki Howard, president of Student North Dakota Education Association, at a joint luncheon during NDEA convention in October.

Florida faculty wins $2,700 raise

MARIANNA, FLA.—The Chipola Faculty Association (CFA) has won a salary settlement giving $2,700 to each teacher at the community college and equalizing the pay of vocational education teachers.

The salary increase averaged 17.5 percent. Last year, CFA won an increase in the salary schedule increments.

The Association also streamlined a multi-lane salary schedule to one lane, and got an increase in insurance coverage.

Faculty leaders attribute this year's settlement to a successful public relations campaign that was launched last year with the help of the Florida Teaching Profession/NEA communications staff.

The CFA sent newsletters to community leaders, contacted and met with state legislators, developed strong media relations, and advertised in local newspapers.

The result was considerable community credibility and demonstrated support for future bargaining efforts. ☐

California profs win 5-year battle

WHITTIER—After two years of almost constant negotiations, the Rio Hondo College Faculty Association (RHCFA) has overwhelmingly voted to accept its first contract.

RHCFA, an NEA and California Teachers Association affiliate, won its five-year fight for a permanent salary schedule. The settlement was hammered out in month-long marathon sessions with a state mediator.

The bargaining climate was tense and often bitter. Faculty demonstrated their anger and frustration with a one-day strike last year, the first ever by a community college faculty in California.

The new agreement "is an important beginning and a major breakthrough for both the district and the faculty," said RHCFA president Mary Ann Pacheco.

The contract gives the faculty a 14 percent salary increase for the 1980-81 school year retroactive to February 1, 1981, an 8 percent raise, and a 3.5 percent increase in health and welfare benefits for 1981-82.

The contract runs through the 1982-83 school year, with the opportunity to renegotiate portions of it next year. Other contract items include class size, work load, and evaluation procedure.

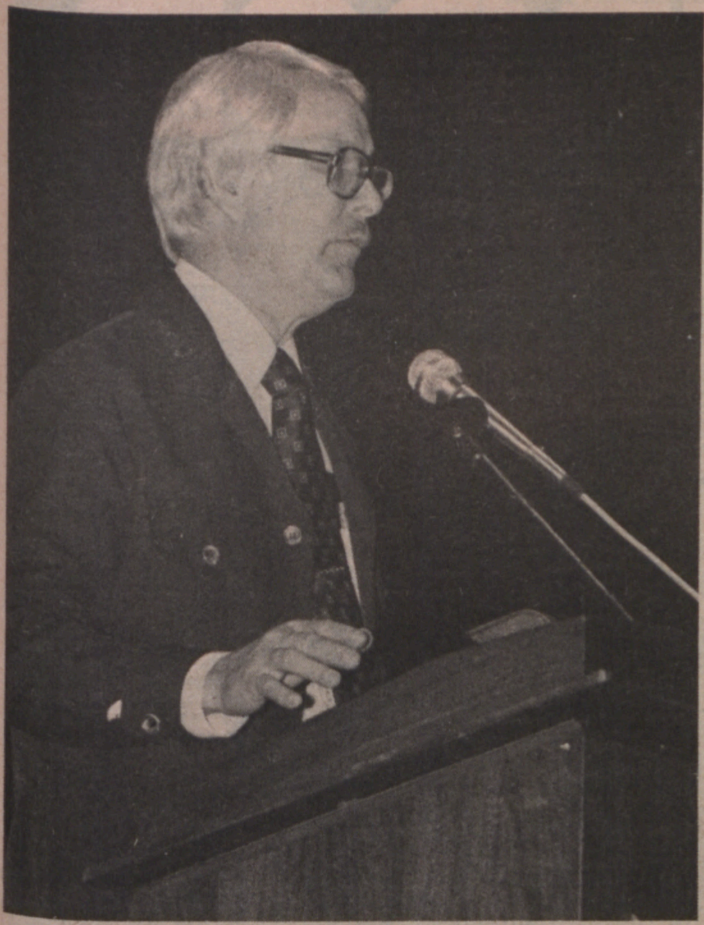
A major breakthrough in the contract is that some of the part-time faculty are covered by the same pro-rated salary schedule as full-time faculty, with a provision for leave time accumulation.

Health benefits for part-time faculty are also available from the district on a pro-rata basis. Part-timers who teach over 50 percent of a full-time load are allowed to buy into the plan.

Thanks to the CTA California Professor

ES IN ACTION

MICHIGAN: Locals face school tax crises



The public found it impossible to believe that schools would actually close, says Alpena Education Association President William Shuler. "The school board had a credibility problem, but now people know it can really happen."

ALPENA—Thanks in part to the hard work of teachers, aides, security guards, cafeteria workers, and other organized school employees, the schools are open once again in this rural district of some 6,800 students.

Alpena's schools had locked their doors for two weeks in October when the district ran out of money after voters turned down three property tax levies in a row. Members of the Alpena Education Association (AEA) and two Michigan Educational Support Personnel Association units here went all out to garner public support for the latest tax proposal, which was divided into two parts.

Their campaign paid off. A record 12,000 of the district's 18,000 voters turned out to pass a $14 million millage renewal that allowed schools to reopen November 3. Voters approved continuation of a $20.25 tax per $1,000 of assessed valuation, but rejected a request for a tax increase of $3.45 per $1,000 to finance bus transportation, food service, and extracurricular activities.

So schools here are operating without buses, athletics, clubs, elementary music, or hot lunches. Some 25 teachers and all 40 school bus drivers have already been laid off.

AEA praises the school board for daring to shut down the 14-school system, thereby placing the decision where it belonged—in the hands of the voters. The alternative would have been to keep the schools open and put the burden on teachers and support staff by asking them to work without pay.

NEA/MEA affiliates in Lincoln Park, Pontiac, Harper Creek, and elsewhere face similar tax showdowns as the slumping auto industry, declining enrollments, and severe reductions in state and federal funding bring school districts to the brink of bankruptcy.

Alpena's crisis is far from over. Citizens' groups are now demanding that the district finance bus service after all, out of the $14 million millage renewal—thus forcing cuts in other programs and layoffs of teachers and support staff. ☐

IOWA: ISEA educates public on impact of state cuts

DES MOINES—The Iowa State Education Association (ISEA/NEA) hosted public forums on school finance in 36 communities across the state this fall.

The goal was to call attention to problems that have resulted from the legislature's cuts of more than $40 million from school funding.

The forums proved to be a good way to—

- ► Inform Iowans about the nuts and bolts of school finance.
- ► Emphasize that it is the legislature, not the school board, that sets a local district's spending capacity.
- ► Provide legislators with concrete examples of how their refusal to raise state taxes has hurt Iowa's formerly exemplary school programs and services.
- ► Keep school finance issues alive in the media until the legislature reconvenes in January.

Testimony at the forums from teachers, school board members, administrators, and parents echoed findings of an early fall ISEA survey of school districts: the loss of state funding has hit reading and art programs particularly hard at the elementary level and has meant fewer new materials and larger classes at the secondary level.

"Because there are fewer teaching positions," says ISEA President George Duvall, "more and more teachers are picking up the slack by teaching subjects beyond their particular areas of expertise. What happens then is that teachers are faced with a double whammy—not only do they have less preparation time, but they also are forced to do more preparing in order to teach those subjects they're not used to teaching."

The ISEA forums have drawn extensive coverage in the state's print and broadcast media and have often led to follow-up appearances on local TV and radio talk shows. ☐

PUERTO RICO: Teachers protest low salaries

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Members of NEA's Puerto Rico affiliate, the Asociación de Maestros de Puerto Rico (AMPR), march in recent island-wide school-day demonstration protesting inadequate teacher salaries in Puerto Rico's single school system. "We need an increase in salary NOW!" say the signs. Basic entry-level salary here is little more than $7,000 a year, with $250 annual increases. Among the marchers are AMPR vice-president Eugenio del Valle (second from right) and NEA southeastern regional director Jim Williams (third from right).

NIGHTMARE IN EL SALVADOR

Ricardo Bracamontes was the director of a teacher training school in rural El Salvador. He fled to Costa Rica four months ago because he felt his life was in danger.

"There was always an armored military vehicle in front of the school," Bracamontes recalls. "I received three telephone calls at home at night telling me to leave the school because it was a 'school for subversives,' and if I didn't leave I would be killed, as would my colleagues.

"The security forces stationed themselves permanently in front of my house. They would go to my house and ask for me, wanting to know why I wasn't there and what I was doing. It got to the point where I didn't go home to sleep."

Bracamontes was forced to leave his native land, becoming one of at least 250,000 Salvadorans now living as exiles or refugees in neighboring countries. He visited the U.S. in November to solicit the support of American teachers on behalf of El Salvador's teacher organization, the Asociación Nacional de Educadores Salvadoreños (ANDES).

Teachers have been one of the particular targets of repression in El Salvador—along with other unions, priests and nuns, and peasant groups that have dared to criticize or oppose the government.

According to reports from Amnesty International and other reliable sources, at least 150 teachers and 750 students were murdered in 1980. In 1981, over 50 teachers and 200 students have been killed. ANDES puts the total number of teachers assassinated in the last three years at 270.

El Salvador is a nation in total turmoil. In 1980, almost 14,000 of its citizens were slain for political reasons. Another 10,000 have been killed in 1981.

Some 80 percent of the political assassinations are the work of the national army, government security forces (National Guard, national police, and rural police), or right-wing civilian paramilitary organizations, according to international observers.

El Salvador has been under military rule longer than any other Latin American country—since 1932. In October 1979, a military-civilian junta took over. In January 1980, all the civilians resigned from the government in protest against the continuing murders and repressions. A second junta was then named, with José Napoleon Duarte as president.

Because teachers tend to be in the forefront on most social issues, they are generally one of the professions first suppressed by dictatorships. The history of teacher repression in El Salvador is longstanding, but this repression has grown more vicious under the present military junta.

Teachers are accused of "poisoning the minds" of the students who have played a key role in the growing opposition to the Duarte regime. ANDES' efforts to reduce the high illiteracy and malnutrition rates that plague El Salvador have also run into opposition from the oligarchy that has long ruled the country.

In El Salvador, as in other Latin American nations, teachers enjoy few

Continued on next page

Teachers: targets for terror

Amnesty International has published information on 72 El Salvadoran educators killed by security forces during the first eight months of 1980. They include—

JUAN ANTONIO HERNANDEZ RECINOS
Age 54, secondary school teacher and the father of two teachers, killed outright by plainclothes officers upon returning to his home in La Union on January 25. His attackers killed him in front of his wife and children as he came in the door.

RICARDO ALFARO BELTRAN
Age 35, secondary school teacher, killed by plainclothes officers on January 29 in Cabanas in front of his wife and child and several of his students as he unlocked the door of his school. Member of ANDES Executive Committee for Cabanas.

ANGEL ERASMO FIGEROA
Age 24, a teacher at the National University, shot on April 19 in Sonsonate by National Guardsmen. He underwent surgery at the San Rafael hospital in Santa Tecla, but National Guard troops surrounded the hospital. Five National Guardsmen entered the operating room and killed Professor Figeroa with several bursts of submachinegun fire as he lay on the operating table.

MAURICIO VLADIMIR HERNANDEZ
Age 26, rural school teacher, killed on April 19 by National Guardsmen in Tecepan, Usulutlan, in front of his class of about 40 seven-year-olds. One child was wounded.

MARTA CECILIA ARGUETA DE CASTILLO
Age 30, secondary school teacher, killed outright by five shots in her face on April 19 at 1 a.m. when eight National Guardsmen forced their way into her home in Santiago de Maria, Usulutlan. She was a member of the ANDES Executive Committee for Usulutlan.

CLARIBEL AMAYA DE PONCE
Age 27, rural school teacher, killed on May 8 by plainclothes officers at her home in San Lorenzo, San Vicente.

SAUL RODRIGUEZ
Age 24, rural school teacher, detained with his seven-year-old brother on May 10 at a roadblock manned by National Guardsmen. Both were found dead the following day at El Coyolito, Chalatenango, with signs of torture. Saul Rodriguez appeared to have been flayed.

ANA DEL CARMEN SANCHEZ VEGA
Age 26, teacher, killed on May 13 by plainclothes officers who forced their way into her home in the city of Santa Ana and shot her and a younger brother.

NUMA POMILIO MEMBRENO
Age 28, director of a rural school in San Augustin, killed on May 14 by plainclothes officers who arrived at the school in a red microbus and killed her with submachinegun fire inside the school, in front of her students.

IDALIA GUEVARA V. DE ALMENDARES
Age 36, rural school teacher, detained on June 3 by National Guardsmen in plain clothes, in Nueva Granada. Her body was found the following day in El Triunfo with marks of torture.

MOISES HERNANDEZ
Age 24, rural school teacher, killed at his school in Los Pilones on June 10. Several plainclothes officers took him behind the school building and decapitated him with machetes.

REYNALDO BARILLAS MORAN
Age 50, rural school teacher, killed on June 30 by National Guardsmen in civilian clothes as he left his school in Santa Elena. A year before he had been given the Dr. Dario Gonzalez Medal for "Teacher of the Year" by the Ministry of Education.

RENE ANTONIO RIVERA PEREZ
Age 52, director of the "Josefino" College in Colonia Santa Lucia, killed on July 16 by a group of heavily armed men.

MAURICIO TREJIO MEJIA
Age 36, teacher, killed on July 28 in Usulutlan by security force members who identified themselves as belonging to the "Death Squad." ☐

Continued from page 10

of the rights their U.S. counterparts have won. Salaries are low, and health benefits almost nonexistent. Most secondary teachers have to work in several schools in order to support their families.

ANDES was formed in late 1964 to defend teachers' pensions following a government announcement of a new national pension system requiring teachers to work not 30 but 40 years before they could retire—a change eventually rescinded after a nationwide strike and a long bitter struggle.

ANDES members have been threatened, kidnapped, and sometimes murdered in front of their classes. Many local ANDES leaders have been assassinated; others have had to flee the country after being put on "death lists"; still others have been kidnapped and never heard from again.

In July 1978 agents of the national police invaded ANDES' national headquarters in San Salvador. Twenty-eight persons in the office, ranging from the secretary-general to a member's 14-year-old daughter, were detained and taken to police headquarters. Many were beaten.

Since July 1980, because of government decrees and the destruction of union halls, it has been impossible for ANDES or other Salvadoran unions or associations to exercise their right to meet.

The various governments have proclaimed a state of permanent martial law since 1977, with the aid of a so-called "law on public order." The press is severely restricted. Newspapers protesting the government's actions have been closed.

Teaching—indeed merely surviving—is a constant battle. Most rural schools are closed because of the guerrilla warfare. In urban areas, night schools are closed because of the curfew; day schools are open but students are afraid to leave their homes.

El Salvador's major teacher training institution has been shut down. Schools throughout the country have been invaded by paramilitary forces, and students taken away. The Catholic university has been bombed three times. The national university has been closed since 1980, when the army invaded the campus and killed more than 40 students and professors. The campus remains under military control.

Despite the years of assassinations, jailings, torture, and sudden disappearances, ANDES continues to press its demands. At present these include the release of teachers imprisoned because of their politics . . . an end to the murder and persecution of teachers . . . compensation for the families of ANDES members who have become victims of repression . . . a $25 to $100 monthly increase in teacher pay, now averaging $150 to $200 a month . . . the establishment of sick leave for teachers . . . construction of schools in rural areas . . . and permission to start collecting dues again. ☐

1981 NEA Representative Assembly takes a stand

Resolution I-2: Education in El Salvador

"The National Education Association supports the efforts of the National Association of Salvadorean Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

"The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country."

New Business Item 1981-55: Attacks on Salvadorean Educators

"The 1981 Representative Assembly directs the NEA Board of Directors, officers, and staff immediately to condemn the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the members of the National Association of Salvadorean Educators (ANDES).

"The Representative Assembly directs the Board of Directors, officers, and staff to publicize the facts about the situation of teachers and education in El Salvador and to report their actions related to this motion in the *NEA Reporter*."

Continuing Legislative Concern IIIR: U.S. Assistance to Countries Violating Human Rights

"No U.S. military or economic assistance shall be given to any foreign government which violates or permits the violation of the basic rights of its citizens. For example, NEA shall work for cessation of aid to the current administrations in Guatemala and El Salvador."

NEWS OF SPECIAL CONCERN TO MINORITIES AND WOMEN

NEA HUMAN RIGHTS REPORT

Political action pays off

Election boosts ERA's chances for ratification in Virginia

RICHMOND—Equal Rights Amendment forces in this state scored a major gain in off-year legislative elections here November 3. Two key ERA opponents were defeated while 10 of 15 pro-ERA candidates were elected or re-elected.

NEA, the Virginia Education Association (VEA), and the National Organization for Women (NOW) had worked hard to make candidates' positions on ERA a prime election issue. As the only unratified state electing legislators before the June 30, 1982 deadline for ERA ratification, Virginia was a prime target for this fall's pro-ERA efforts.

"ERA is alive and well thanks to the combined efforts of Association members and their allies," commented NEA President Willard McGuire. "The Virginia election sends a clear signal that those legislators who persist in denying equal rights to all citizens cannot expect to continue in public office."

Besides contributing time and money to the legislative races, VEA members also backed winning gubernatorial candidate Charles (Chuck) Robb. Robb, who favors ERA ratification, singled out teachers for special thanks in his Election Night victory speech.

VEA members combed voter registration lists, manned telephone banks, distributed campaign literature, and performed a myriad of other tasks.

"We owe major thanks for our ERA efforts to the support of teachers across the nation, especially in Maryland, North Carolina, and Oklahoma," said VEA President Walt Mika. Delegates to the 1981 NEA Representative Assembly and Association members around the country contributed funds to the VEA/NEA election effort.

Among the pro-ERA legislators elected were three VEA members: Democrat Kenneth R. Plum, an adult education director in Fairfax County; Republican Delegate James H. Dillard II, who teaches government in the Fairfax County schools and serves on the House education committee; and Democratic Delegate R. Beasley Jones, a high school principal in Dinwiddie County.

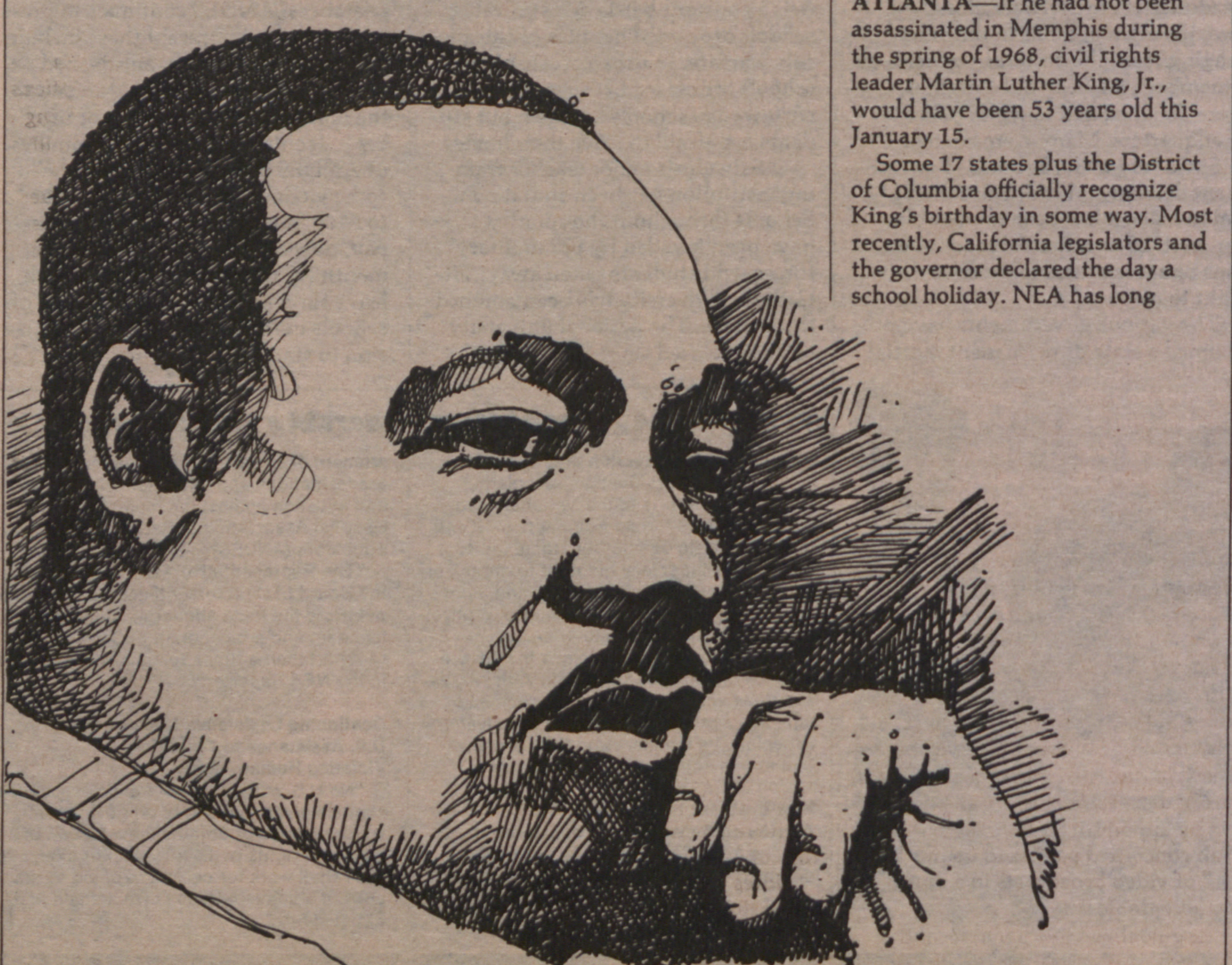
Two outspoken ERA opponents were defeated: incumbent Lawrence D. Pratt and challenger John S. Buckley. Buckley, besides being a bitter foe of ERA, gained notoriety recently for a nationally circulated letter accusing the U.S. Department of Education of being a front for "militant homosexuals, free love advocates, radical women libbers, and pornography merchants."

Despite the legislative victories, there is still a long, hard pull ahead for ERA in Virginia, VEA reports. The state senate stands tied on the issue, 20 to 20.

In the House of Delegates there are now six vacancies on the 20-member Privileges and Elections Committee, where ERA legislation has been tied up. The House speaker, an ERA opponent, appoints committee members, so ERA backers are planning a "procedural discharge" of the proposed legislation from the committee. □

Ken Plum, an Association member and ERA backer who won his race for a seat in the Virginia House of Delegates, shares an Election Night hug with Gail Gonzales, campaign coordinator for the successful VEA/NEA drive to elect pro-ERA legislators.

January 15: a day to remember Martin Luther King, Jr.



ATLANTA—If he had not been assassinated in Memphis during the spring of 1968, civil rights leader Martin Luther King, Jr., would have been 53 years old this January 15.

Some 17 states plus the District of Columbia officially recognize King's birthday in some way. Most recently, California legislators and the governor declared the day a school holiday. NEA has long urged governors to proclaim January 15 a state holiday, and Congress and the President to declare the day a national holiday.

Freedom Hall, built here with funds contributed by many, including $103,000 donated by NEA members through the NEA Freedom Hall Fund, will be dedicated on King's birthday by Coretta Scott King and others. The complex is located next to Ebenezer Baptist Church, where King and his father both preached.

Freedom Hall will house an archives on the life of the slain civil rights leader. In addition, it will provide space for social programs to teach reading skills to adults, demonstrate nonviolent conflict resolution to military chaplains, and help revitalize the Martin Luther King, Jr., Historical District.

The Martin Luther King, Jr., Center for Nonviolent Social Change recently announced a $5 million fundraising drive to furnish Freedom Hall and finance its activities. NEA President Willard McGuire has called upon those who did not contribute before to do so now. NEA members or affiliates should send checks to NEA Freedom Hall Fund, Room 810, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

Margaret Mead, the late anthropologist known for her studies of children and families, is featured in the December 15 episode of public television's "Odyssey" series.

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

A Long Way Home—*ABC-TV, Sunday, December 6, 9-11 p.m. ET.* 'General Electric Theater' drama starring Timothy Hutton and Brenda Vaccaro. Three siblings are abandoned by their parents, then adopted into three different families. The oldest boy, haunted by the past, battles bureaucracy, roadblocks, and disappointments in his unceasing search for his younger brother and sister.

The Patricia Neal Story—*CBS-TV, Tuesday, December 8, 9-11 p.m. ET.* Glenda Jackson and Dirk Bogarde star in dramatized account of actress Patricia Neal's recovery from near fatal series of strokes.

Odyssey—*PBS, Tuesdays, 9-10 p.m. ET.* Highly acclaimed series exploring the richness and diversity of the human experience in all parts of the world, past and present, returns with 15 new programs. Focus is on archaeologists and anthropologists as they seek to understand customs and beliefs that make each society unique, as well as common threads that bind all people together. Single copies of magazine and educator's guide are available free from Odyssey Magazine, P.O. Box 1000, Boston, MA 02118 (please indicate grade level and name of school).

Step Too Slow—*30-minute special syndicated by Capital Cities Broadcasting to over 150 TV stations; check local listings for December broadcast date and time.* An English teacher encourages a high school basketball player to examine himself and his abilities; student learns to deal with his own problems by helping others.

Rigoletto—*PBS, Wednesday, December 16, 8 p.m.-1:45 a.m. ET.* 'Live from the Met' presents the Verdi masterpiece. With English subtitles; simulcast in stereo in many cities.

Quiz Kids—*CBS Cable, Tuesdays, 8-8:30 p.m. ET; repeated Wednesdays, 5-5:30 p.m. ET.* Five young contestants answer difficult questions on varied subjects.

Les Miserables—*CBS Radio Network, Monday through Friday, January 11-15; check local listings for daily airtime.* CBS Radio Mystery Theater opens its ninth season with special five-part adaptation of the Victor Hugo classic, starring Alexander Scourby.

Life on Earth—*PBS, Tuesdays beginning January 12, 8-9 p.m. ET; repeated Sundays beginning January 17, 7-8 p.m. ET.* Series of 13 programs traces the development of life from the first simple ocean organisms to the vast array of creatures populating the planet today.

Alice in Wonderland—*NBC-TV, Saturday, January 16, 8-9:30 p.m. ET.* Meryl Streep stars in a modern interpretation of Lewis Carroll's classic.

Rainbow Patch—*NBC-TV-owned stations and 35 independent stations, weekends—check local listings for broadcast dates and times.* Magical, musical adventure series for young children. 30-minute programs designed to stimulate the imagination and develop social and ethnic values.

From Me to You—*30-second "microprograms" syndicated to TV stations across the country for airing during family and children's viewing hours.* Children speak to children about health, safety, and other vital issues. Series of 65 segments includes messages on homework, diet, safety with strangers, and the dangers of playing with guns. ☐

Off-air taping permitted for one-time classroom use

WASHINGTON, D.C.—A set of guidelines to facilitate the use of video material in the schools has been hammered out by a negotiating committee representing education organizations, broadcasters, copyright owners, and TV industry guilds and unions.

These new guidelines, which became effective October 14, have nothing to do with recent court decisions on taping video material for home use. The negotiated guidelines apply only to nonprofit educational institutions.

The legality of off-air taping of TV programs for later use in the classroom has long been uncertain. Five years ago Congress amended the 1909 copyright law to make it relevant to modern technology and added the concept of "fair use," but this term was never defined.

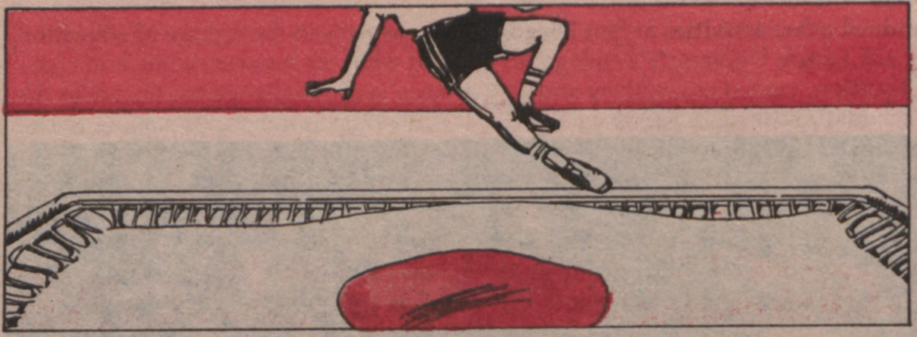
In March 1979 the chair of the House Subcommittee on Courts, Civil Liberties and Administration of Justice, Rep. Robert Kastenmeier of Wisconsin, decided to clear up the question by appointing a 19-member panel of all concerned parties to define "fair use" of video broadcasts in a mutually acceptable way.

The guidelines this panel recently settled on were published in full in the November 9 issue of *NEA NOW*, a weekly newsletter mailed to all local association presidents and UniServ staff.

The crux of the agreement is that a teacher may tape any copyrighted TV program and use it in class *once* within the first 10 school days after the original broadcast. If the teacher wants to show the program again, he or she must either rent or buy it from the copyright owner.

Notes NEA's representative on the panel that negotiated the agreement, Association Vice-President Bernie Freitag, "These off-air taping guidelines are intended to allow fair classroom use of TV programs—without infringing on the rights of the performers, writers, musicians, and others who own the video material."

This voluntary agreement does not change the copyright law or bind any court to a particular interpretation of the law. But the courts are likely to take the guidelines into account because they have been ratified by both educators and broadcasters. ☐



Program becomes better than ever

NEA liability program expands coverage

WASHINGTON, D.C.—How often has your insurance coverage increased while your premium remained the same?

That's exactly what happened recently with NEA's Educators Employment Liability program. As of September 1 NEA substantially increased the coverage provided under this program—which still covers all Association members *at no cost* to individuals.

The liability program protects NEA members against personal financial loss if they are sued in connection with their employment.

The basic liability coverage now provides payment of—

- Up to $1,000,000 in a civil negligence suit. (Prior coverage paid up to $250,000.)
- Up to $250,000 in suits alleging violation of civil rights. (Prior coverage paid attorney's fees up to $2,500.)
- Up to $25,000 for reimbursement of attorney's fees in defense of a criminal charge. (Prior coverage paid attorney's fees up to $10,000.)
- Up to $1,000 for reimbursement of a bail bond premium.
- Up to $250 for assault-related personal property damage.

In addition to these monetary increases, the program has also been expanded to cover—

- Licensed personnel who conduct psychological counseling and therapeutic services.
- Educational support personnel in most of their regular employment activities, including expanded coverage for cafeteria workers, security guards, and bus drivers.

The expanded coverage is detailed in the plan description at right.

New NEA tax guide available soon

WASHINGTON, D.C.—The 1982 edition of NEA's popular *Income Tax Guide for Teachers* will be ready for mailing in early January.

The guide has been updated to reflect the recent wide-ranging changes in the nation's tax laws.

Last year over 1,000 people missed getting their copies by ordering too late. Don't be disappointed . . . reserve yours now by sending your name, address, and $4.95 to NEA Distribution Center, Saw Mill Road, P.O. Box 509, West Haven, CT 06516. Request stock no. 1386-7-OD.

Remember, the cost of the guide is tax deductible! ☐

Attention, candidates for NEA office

WASHINGTON, D.C.—April 1 is the deadline for advance filing by candidates for NEA office who wish to have their pictures and statements in the *NEA Reporter*. Information for candidates, including the official filing form, may be obtained from the Executive Office at NEA Center.

NEA officers to be elected at the 1982 Annual Meeting are the secretary-treasurer and two members of the Executive Committee. The Annual Meeting is scheduled for July 1-6, 1982, in Los Angeles.

Submission of filing forms does not constitute nomination for office. Nominations will take place on the first day of the Representative Assembly.

Candidates for secretary-treasurer or Executive Committee member shall have been Active or Educational Support members of NEA for two years immediately preceding the election. ☐

Competition now open for Carr awards

WASHINGTON, D.C.—NEA is currently accepting applications for two $2,500 William G. Carr scholarships. NEA members, local or state Association staffers, and teachers in other countries are all eligible.

The scholarships, awarded annually, support projects that develop leadership in the teaching profession; promote, aid, or study international or comparative education; strengthen independent professional organizations; or improve some aspect of professional Association work.

The scholarships were established in 1967 to honor the former NEA executive secretary.

Deadline for applying is February 1, 1982. Winners will be announced in early May. For further information and application forms, send a self-addressed, stamped, long envelope to William G. Carr Scholarships, NEA Center, 1201 16th Street, N.W., Washington, DC 20036. ☐

NEA Educators Employment Liability Program SUMMARY PLAN DESCRIPTION

I. INTRODUCTION

The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1980-81 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment, including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Zurich-American Insurance Company of Illinois. The entire premium for the plan is paid by NEA.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION

PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION/PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Zurich-American and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number of NEA Legal Services is (202) 833-4284.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The person designated as agent for service of legal process is Lynn Ohman, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES/COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has not been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY

MEMBERS All NEA members, including members of state and local affiliates and life members, are automatically covered by the EEL Program.

IV. COVERAGE

ACCIDENT LIABILITY Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $1,000,000, and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or at the request or approval of your supervisor. (Coverage A)

EXCLUSIONS You are *not* covered if the suit against you is:

- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:

- the rendering of medical or similar services except by licensed school nurses, physical therapists, occupational therapists, psychological therapists, or guidance counselors;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles *except:*
  1) driver training instructors in the course of their work;
  2) vocational education instructors engaged in teaching shop; and
  3) members who are supervising students entering or exiting a school bus.
- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision—except for home economics teachers and cafeteria workers, who are covered;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed for the following:

- Up to a maximum of $25,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee. Unless the proceeding results from your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B)
- Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT-RELATED PERSONAL PROPERTY DAMAGE You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind or for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE

Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member, or if NEA decides to discontinue the EEL Program as a whole. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS

SOURCE/AMOUNT/MEDIUM NEA pays the entire cost of the EEL Program. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA are applied to pay the premiums on the insurance policy issued by Zurich-American.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS

INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

Should you be unable to contact your state association's EEL coordinator, you are to send a copy of all legal documents and the description of the events directly to Zurich-American Insurance Company, 231 North Martingale Road, Schaumburg, Illinois 60196.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Direct your correspondence to Lynn Ohman, Manager, NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VII. YOUR RIGHTS UNDER ERISA

As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA. ERISA provides that all Program participants have the following rights:

- You have the right to examine, without charge, at the offices of NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Zurich-American and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Legal Services at the above address. NEA Legal Services may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year ending August 31, 1981, when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Zurich-American in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Zurich-American for the denial. You have the right to have Zurich-American review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Legal Services. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor. ☐

Visit strengthens links between NEA and Israel Teachers Union

WASHINGTON, D.C.—NEA and the Israel Teachers Union (ITU) are planning to launch a teacher exchange program and to increase cooperation in a number of areas including teacher education, leadership training, the classroom challenges posed by school integration, and the combatting of racism, apartheid, and anti-Semitism.

The stepped-up activity between the two organizations is the result of an October visit to the U.S. by four ITU teacher-leaders and their consultations at NEA Center with NEA President Willard McGuire and Executive Director Terry Herndon.

During their 10-day stay the ITU delegation viewed curricula and examined other activities at San Diego (Calif.) State University's college of education, visited elementary and secondary schools in San Diego, and observed elementary-level classes for deaf and autistic children there. Host for this part of the visit was the San Diego Teachers Association, which accommodated the group even while the association itself was in the middle of arduous negotiations for a new contract.

In the Washington, D.C., area the Israeli delegation visited schools in Montgomery County, Md., and was welcomed by the Montgomery County Education Association.

In a farewell statement to NEA President McGuire, newly elected ITU Secretary-General Amnon Abramson said: "Each country has its own problems and therefore emphasizes different aspects in the sphere of education. But what we have very much in common is the challenge to educate in the same classes the pupils coming from various cultures and countries.

"America and Israel share the problems of a melting pot society, but I am sure that both our school systems educate the young generation to grow up as free men and women and good citizens loyal to the principles of democracy."

The teacher exchange program, now in its formative stage, envisions a two-week experience involving 15 teachers from each country, who would live in the homes of their host teachers for 10 days following a few days of orientation upon arrival. Each teacher would be responsible for his or her own airfare and other expenses. ☐

Four visitors from Israel Teachers Union observe as a San Diego teacher locates their nation on the map for her hearing-impaired students. Standing, left to right, are ITU Organizing Secretary Gila Ram, Lafayette Elementary School teacher Linda Lubach, ITU member Cari Abramson, ITU Secretary-General Amnon Abramson, and ITU leader Miriam Gadish.

NEA seeks nominations for Dorros Peace Trophy

WASHINGTON, D.C.—Nominations for the Dorros Peace Trophy are now being accepted by NEA's Committee on International Relations.

The award is presented annually at the NEA Representative Assembly to the state or local association deemed to have made the most significant contribution to the "global community" concept. Previous winners have been state affiliates in Maryland, Michigan, Pennsylvania, Iowa, and Massachusetts.

The trophy is named for Sidney Dorros, a long-time NEA headquarters staff member and consultant to the NEA Bicentennial Commission, which focused its attention on the concept of a global community.

Eligible associations should not hesitate to nominate themselves. Nominations must be received by April 23, 1982. For further information or a nomination form, write to NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

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